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OF THE
UNIVERSITY OF TEXAS

NUMBER 115

The University of Texas Record

Volume IX, No. 1 January 1, 1909

The Work of the Fall Term

Published by the University of Texas semi-monthly.
Entered as second-class mail matter at the postoffice at Austin.

AUSTIN, TEXAS

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2. *Sulphur, Oil and Quicksilver in Trans-Pecos Texas, with Report of Progress for* 1901, by W. B. Phillips. 43 p., pl., map. February, 1902. 50 cents. Out of print.
3. *Coal, Lignite and Asphalt Rocks*, W. B. Phillips. 137 p., illus., pl., maps. May, 1902. $1. Out of print.
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6. *The Mining Laws of Texas; Texas Mineral Lands*, W. B. Phillips, and Tables of magnetic declination for Texas. 37 p. July, 1903. 25 cents.
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8. *The Geology of the Shafter Silver Mine District, Presidio County, Texas*, by J. A. Udden. 60 p., illus., map. June, 1904. 50 cents.
9. *Report of a Reconnaissance in Trans-Pecos Texas North of the Texas & Pacific Railway*, by G. B. Richardson. 119 p., pl., map. November, 1904. 75 cents.

Geological map of a portion of West Texas, showing parts of Brewster, Presidio, Jeff Davis, and El Paso counties, and south of the Southern Pacific R. R., by Benj. F. Hill and J. A. Udden. 16 by 50½ inches. 1904. 20 cents.

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Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

President Mirabeau B. Lamar.

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VOLUME IX, NO. 1, JANUARY 1, 1909

THE WORK OF THE FALL TERM

CONTENTS

THE MISSION OF THE CONFERENCE FOR EDUCATION IN TEXAS, Dr. W. S. Sutton 5

EDUCATION THROUGH THE STUDY OF WORDS, Dr. E. W. Fay .. 15

MODERN PRACTITIONERS OF MEDICINE, Dr. J. J. Terrill 27

THE INCIDENTAL TEACHING OF ENGLISH, Dr. Morgan Callaway, Jr 33

THE CO-OPERATIVE SOCIETY OF THE UNIVERSITY OF TEXAS, Dr. H. Y. Benedict 45

THE UNIVERSITY:

General Notes—
The Work of the Term, 52; Calendar of the Fall Term at Austin, 54; Changes in the Faculty, 55; The New President, 56; The New Dean of the College of Arts, 57; New Instructors—F. D. Heald, 58; H. H. Newman, 58; F. E. Farrington, 60; J. T. Patterson, 60; C. S. Yoakum, 61; H. T. Parlin, 61; C. L. B. Shuddemagen, 62; L. C. Wagner, 62; J. Hinds, 63; The Death of Judge Miller, 63; The Death of Captain Clark, 63; The Quarter-Centennial, 64; "A Song of the Olden Time," 66; The Ashbel Window, 69; The Fortnightly Club, 70; Music, 71; The Simonds-Maury eography, 72; Dr. Penick's Sallust's **Catiline,** 75; Professor Shurter's **Extempore Speaking,** 77; Professor Taylor's New Book, 78; The Regents' Report, 80; The Meeting of the Texas State Teachers' Association, 85; The Cooperative Society, 87; The Summer Schools of 1908, 89.

Library Notes 92

The Department of Education 94

The Department of Engineering 95

The Department of Law—
The Work of the Fall Term, 97; The Law Reception, 99.

Matters of Public Interest from the Minutes of the Faculty 100

From the Proceedings of the Board of Regents 101

Student Interests—
The New Secretary of the Y. M. C. A., 103; Y. M. C. A., 104; Y. W. C. A., 106; The Sororities, 107; Men's Literary Societies, 108; Women's Literary Societies, 110.

Athletics—
Football, 111.

The Texas Academy of Science—
Transactions, 112; Dr. Thompson's Address, 112.

The Texas State Historical Association 115

A Bibliography for 1908 116

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THE UNIVERSITY OF TEXAS RECORD

VOLUME IX, NO. 1, JANUARY 1, 1909

THE WORK OF THE FALL TERM

THE MISSION OF THE CONFERENCE FOR EDUCATION IN TEXAS*

BY W. S. SUTTON, LL. D., PROFESSOR OF EDUCATION

The name of the Conference for Education in Texas declares its mission. This society is not a douma, created to execute policies predetermined by external authority; it is a *conference,* which hopes that, through investigation and discussion in which its entire membership is to share, the ideals, content, and method of its work are to be established and maintained. Its strength is to rest upon the intelligence of its individual members, and the common stock of their reason is to fix the limits of its undertakings and its progress. Conference as it is, it is under bond to exercise its powers in the interest of the general welfare. If that spirit which is absolutely necessary to the development of any democratic institution once be lost, this Conference will hasten to a deserved, a foredoomed, and an inglorious end.

It is a Conference for *Education,* and, therefore, it will consider only questions pertaining to that field of human activity. Other fields are important—vastly important; but this association can be true to its name and preserve the unity of its followers by holding aloft but one banner, and that the banner of Education. This banner, however, must be broad enough to be recognized as the rallying symbol by all those interested, whether directly or indirectly, in the many varying phases of education. That banner should never be raised to promote the interests of

*An address delivered in Dallas, May 9, 1908, at the second annual meeting of the Conference for Education in Texas.—Reprinted from the *Texas School Magazine,* for December, 1908.

any special school or group of schools at the expense of other schools or other groups; it should never be unfurled to encourage a propaganda for any particular aspect of education to the disparagement of other aspects. The legitimate results of education, in its widest and most significant sense, results affecting the lives of the 900,000 children to-day in Texas and of their successors in the oncoming generation, are to be the enduring objects upon which the zeal and the wisdom of this Conference are to be centered.

This movement has, furthermore, been founded in order that, through the co-operation of teachers and laymen, educational progress may be greatly developed in *Texas*. Other praiseworthy societies there are, having for their respective missions the amelioration of the condition of the inhabitants in foreign lands; but this Conference was born that we Texans might come to realize the difficulties in our own educational situation, and then, with patriotic devotion, employ whatever means may be necessary to the vanquishment of those difficulties. While it is to be confined to our own State, our work should no more be considered a provincial affair than is one's wise direction of the economic and social features of his own home. The truth is, that one who manifests, by contributions of personal service and of money, a greater regard for the welfare of foreigners than for that of his own fellow-citizens, deserves the censure of that scriptural passage which reads, "He that provideth not for his own household is worse than an infidel."

Having, in general terms, described the mission of this organization, which is a Conference the policies of which are to be determined by democratic methods, which is to direct its efforts to the study of problems pertaining to educational interests, and which is to confine its labors within the territory of the State of Texas, let me direct attention briefly to some of the more important phases of that mission.

In the first place, the financial support of our schools is a question which should be considered of primary importance by the citizens of this State and by the members of this Conference. The problems pertaining to the financing of our school system must be solved if all the children in Texas are to enjoy such ad-

vantages as should obtain in every modern civilized State. There should be devised the best plans possible for the raising of school revenues, including methods of handling permanent funds, as well as the levy of moneys raised by state, county, and local taxation. The scientific study of these taxation problems is a work which this Conference cannot afford to neglect. When states go to war against ignorance, just as when kings go to war, the first and continuous demand is money. Texas, depending too largely upon a permanent fund which was created by the fathers of the Republic, and which has not cost this generation one drop of blood, an hour's labor, or the expenditure of a single dollar, has not become conscious of the fact that the amount spent *per capita* upon the education of her children is altogether insufficient, and is far below the *per capita* of each of a great many states in this Union. Whether Texas, however, occupies high rank or low rank in the list of states, is a matter of secondary importance. This is the question which she ought to face, and which she has not yet faced: "Does the taxation which now obtains furnish enough revenue to accomplish the purposes for which our school system has been established?" The following paragraph, taken from the message of Governor James Stephen Hogg to the Twenty-second Legislature, shows unquestionably that he had grappled with this question, and had discovered the only sure and satisfactory way by which it can be solved:

"A misleading opinion that 'the State will educate the children at its own expense' to some extent seems to prevail. This may sound well and appear as plausible, yet the question is pertinent, how will the State get the money with which to do this? The only answer is, from the people. The people compose the State. It exists by their consent, for their convenience, and to promote their happiness. Without money it cannot exist, and that must be raised by some means of taxation. A partial, qualified exception to this rule applies to the public schools. For their support—the State—once owned a vast domain. At first it seemed to be the general expectation that all the expenses of schools could be defrayed out of it without resort to taxation. No longer does such an opinion prevail among those who are informed on the subject, and there is no hope of such a mistake's ever again being

in the least excusable. The proposition, narrowed down to the line of candor, is, that if the people ever expect to have an efficient system of public free schools, they must prepare to pay for it." If it do nothing more than reveal to our citizenship the truth of Governor Hogg's contention, that our schools are inefficient, primarily for the want of funds, the existence of this Conference will be fully justified.

Again, in the organization and administration of school affairs are to be found many questions requiring the most careful consideration. Among them none is more important than to devise ways and means for the completion of our system by providing suitable instruction in secondary schools. At the present time legal provision is made for elementary and for higher instruction, but our statutes are silent as to secondary education, without which both elementary and higher schools are themselves seriously defective. Until this want be supplied, Texas cannot, in justice or decency, claim to have perfected a school system at all.

Another matter which relates to school organization, and to which this Conference can properly direct attention, is the utter divorce of the management of educational institutions from what is known as practical politics. The school is an institution which exists for the benefit of all classes and conditions of our people, for those of all political parties and factions. It needs no debate to reach the conclusion that any influence other than that which promotes the best interests of our children, has no rightful place in the management of the schools which they attend. Texas has, perhaps, suffered, comparatively speaking, little from political abuses on the part of those that have been charged with the control of her school, but, as she grows in population and in wealth, and as her urban communities increase in number, there will be greatly increased opportunities for the injection of baneful practices in school administration. Now is the time, when these evils are few and small, to make adequate provision, by law and otherwise, for the protection of our schools in this direction.

The third of these questions of organization and administration is that of supervision. For years the most primitive and expensive kind of supervision existed in this State. Many county judges, who were *ex-officio* county superintendents, were men of

ability and influence; but they had neither the time nor the special training nor the necessary interest in order to render expert and efficient service. Recognizing this fact, the Thirtieth Legislature, at the urgent request of the State Superintendent of Public Instruction, with the approval of the Governor, and upon the emphatic recommendation of school men and school friends in various quarters of Texas, as well as of the Executive Committees of the State Teachers' Association and of this Conference, gave us a law emphasizing the need of expert oversight of the country schools, and added sixty or more counties to the list of those in which the office of county superintendent had already been established. This was a long step in the direction of progress, for it means that in each of more than one hundred counties there is to be a trained man who will devote his whole time to the work of supervising schools. He will study the conditions in his own county, and search for the best means of organizing all its schools into an efficient system. Furthermore, it is through the county superintendent that the State Superintendent is able to exercise influence otherwise impossible. The school supervision act of the Thirtieth Legislature may be considered a prophecy that, in due time, we shall have a thoroughly co-ordinated school system, wisely and economically administered. While that body, on account of the passage of that act, deserves the thanks of school people everywhere in Texas, yet this Conference and the friends of education should not be content until, throughout the remaining counties, the school children are enjoying the benefits of competent supervisory leadership. To determine the plans for obtaining this increased supervision, as well as the time when these plans shall be put into operation, constitutes a work which this society should find means to accomplish.

Other problems, such as the most desirable units of organization, the qualifications, the manner of selection, and the tenure of office of boards to control the school affairs of the several units established, are, like many other educational problems, full of complexity, and to solve them wisely calls for patient, dispassionate, scientific study. Such a body as this Conference, in which are to be found men of broad educational outlook and of ripe and varied practical experience, can here find opportunities for many

years to render the State service of the very highest value. If members of this body, under its direction, should make root-and-branch studies of these questions, if the results of their studies after being subjected to the fiercest criticism, both private and public, be revised and published and then be distributed broadcast throughout the State, immediate as well as remote benefits of most acceptable character will inevitably be achieved. It is this kind of work, which may be well considered indispensable in accomplishing the mission of the Conference for Education in Texas.

Another significant phase of the mission of the Conference is to be found in the province of school instruction, with respect to which there are two great classes of problems. One group belongs to the subject-matter of instruction, the other relates to the qualifications of the men and women engaged as instructors. Concerning the first set of problems it may be said that, during the last quarter of a century there have been more discussion and investigation, as well as discussion without investigation, of the culture-material that should obtain in schools of every kind and order than during any other equal period of the world's history. The fact is, that to-day there is the greatest conflict of opinion concerning many aspects of courses of study. We shall not be able to reach that stage of advancement which would be denominated by Herbert Spencer as the "unanimity of the wise" until these many varying views are correctly evaluated, after being tested by scientific and philosophic standards. Here are only a few course-of-study questions which rightfully have a claim upon the attention of the educational public of this State to-day:—

(1) What provision should be made in our schools, elementary, secondary, and higher, for the systematic, scientific development of the bodies of our pupils? It is certain that comparatively little attention is given to this matter. We are spending thousands and thousands of dollars to teach spelling, but what shall it profit a man to be the best speller in Christendom if he have a body racked with pain and weakened by disease? If any fact has been conclusively demonstrated in modern times, it is that the mind is intimately connected with the body, that mind and body are, in fact, interdependent, and that vigor and sanity of mind have their basis in soundness of body. If the old Greek educa-

tion teaches us any lesson whatever, it is the tremendous importance that should be attached to the careful and continuous development of the physical being. If, through the work of this Conference, the people of Texas could be induced to investigate the importance of physical education, they would doubtless be led to devote no inconsiderable portion of school revenues to the employment of competent teachers to direct the gymnastic training, as well as the games and sports, of the children in our schools. The accomplishment of the policy suggested would subserve the general welfare of our people, both directly and indirectly, to a far greater degree than would the most efficient instruction in any other one subject that has ever found a place in the school curriculum.

(2) A second group of course-of-study problems is found in the realm of industrial education. What vocational studies deserve places in the curriculum, in what kinds of schools should they be taught, at what periods in the education of the youth should they be undertaken, and what phases of industrial education have been reduced to such pedagogic form as to render them efficient instructional agencies?—all these are questions yet to be settled. It is not clear in the minds of all educators that there is a place for industrial education in the ordinary school which is established for general culture purposes, while the subjects to be taught and the methods to be employed in schools established to furnish training and instruction for the trades have, by no means, been agreed upon definitely and unanimously by industrial education experts themselves. The teaching of agriculture, for example, furnishes a fruitful field for investigation. Shall it be taught for practical purposes? Shall it be taught in the country? Shall it be found in the city school curriculum? These are only a few of the questions that relate to the vocational aspect of education, and that are reserved for the future to answer. Even the fundamental question, to which all these others are subordinate and which must first be solved is this: In providing a perfected system of education shall the guiding principle of the State be to furnish equal opportunities for all her children or shall she adopt the modified principle of furnishing fit opportunities for every one of her children?

(3) A third set of curriculum perplexities relate to drawing and painting and music. Are they only fads, or have they the educational value assigned to them by the ancient Greeks, a people whose artistic sense and whose artistic works yet command the first place in the world of art?

(4) Yet another important matter is concerned with school extension. Shall the instruction carried on in the schools be confined to the ordinary exercises conducted within its walls and on its grounds during a portion of the morning and the afternoon of each school day, or shall each school-house become a social center and relate itself to other educational activities in the community?

The second group of instruction difficulties centers around the employment of the teacher. In our own State a majority of the white teachers employed in our public schools hold only second-grade certificates, representing a degree of academic culture about on a par with that of a youth that has completed the seventh grade, while the professional culture it represents, is, practically, a negligible quantity. In this State, as elsewhere, there is a great scarcity of really qualified teachers. Unquestionably the grading up of the instruction of our children is absolutely conditioned upon raising the academic and professional standards of the teaching profession. Time forbids detailed discussion of the work which is imperatively necessary in this direction. Suffice it to say that, before efficient teaching can obtain in all our schools, means must be provided for rendering the profession of teaching sufficiently attractive to draw into its ranks men and women of vigorous personality, of liberal culture, and of professional training. At this time teaching can scarcely rank as a profession, because it does not demand on the part of those who practice it intelligence of the highest order. It does not insure that respect of professional and non-professional people which has long been enjoyed by those engaged in other professions; it does not guarantee an income adequate to obtain the actual necessities, not to speak of some of the comforts, of life; it does not offer that security of tenure of office which is an indispensable guarantee of professional self-respect. As long as these conditions obtain, our people cannot expect that the education of their children will be conducted by men and women of the most desirable type.

Involved in the solution of this problem, are minor questions such as salaries for teachers, the relative number of men and women who are to give instruction in elementary, secondary, and higher schools. Furthermore, if manual training, domestic science, and agriculture are to be taught in our public schools, and if teachers are to be provided for trade schools, it would be the part of folly to entrust these lines of work to ignorant, untrained instructors. If these subjects be taught at all, they should be so taught as to insure valuable results, and valuable results follow only expert teaching. Poor instruction is the costliest kind of instruction, and it will abound in any system of public education which does not make ample provision for the adequate education of its teachers. Here again we find a task in the performance of which this Conference can, for many years to come, legitimately contribute invaluable service.

In accomplishing the work of the several phases of its mission, some of which have been previously outlined in your presence, the Conference will undoubtedly adopt the method which, though it entails the expenditure of much effort, as well as time, is the only one that will prove effective. That method may be described as the evolution of public opinion through a campaign of education. The cause of this Conference is the cause of the people, and, unless the people be convinced of the righteousness of that cause, annual meetings of this body and other forms of activity will be utterly without avail. To arouse and develop public opinion in a democracy offers as difficult a task, and at the same time as worthy a task, as men are called upon to accomplish. This Conference, in adopting means for creating and stimulating militant educational public sentiment, will have many forces from which to choose, and will find perplexity in the unification of the forces chosen. The settling upon policies which shall safely be given emphasis from year to year will, in itself, require the exercise of great wisdom.

An important phase of this method will call forth vigorous efforts to influence educational legislation along sanely progressive lines. The assistance in this direction that could be given the Governor, the State Superintendent of Public Instruction, and members of the legislature interested in education, would no doubt

be welcomed by them all, for it would be rendered by an organization containing both the parent and the teacher, the two individuals who should be considered co-partners in the education of the child of the former. Representatives of the Conference for Education in Texas, armed with the results of exhaustive investigation, and pleading for policies upon which the more enlightened educational public sentiment shall have become united, would be received by the Legislature not as a lobby for special interests and could, therefore, speak with convincing power.

Its methods of work do not prevent the Conference from cooperating most cordially with all other educational agencies. It does not seek to supplant superintendents, local, county, or state. It does not desire to take the place of teachers' institutes or associations; but it is determined to carry on, in the exercise of its own proper functions, a State-wide campaign in behalf of educational progress.

To summarize: (1) Its name indicates the mission of The Conference for Education in Texas.

(2) In accomplishing this mission careful thought, much time, and some means must be devoted to the investigation of problems with respect to the finances of our schools, with respect to school organization and administration, and with respect to instruction.

(3) The method to be employed is the fundamental method of social progress, the method of the evolution of public sentiment through public enlightenment.

Such a mission, with such a method, should enlist the sympathy and the active support, financial and otherwise, of every citizen who has at heart the material and the spiritual welfare of the State of Texas.

EDUCATION THROUGH THE STUDY OF WORDS*

BY E. W. FAY, PH. D., PROFESSOR OF LATIN

Young ladies and young gentlemen—who constitute, I doubt not, what Dr. Battle calls a small modicum of the graduating class—I could make you this morning, if I felt free to be a plagiarist, the best commencement address you ever witnessed. I should swing my arms. I should star-ypoint ye heavenward. To excite your sympathies, I should press my hand, meaning to indicate my heart, somewhere on my left stomach. [This is what the orators do at political barbecues when they have to keep the ladies amused while their husbands are getting dinner.] I should rear my head backward and plunge it forward. [These sentiments are much more effective when delivered with long hair.] I should keep my mouth working actively, and now and then exhibit my tongue. This I should do for about three minutes, all in dumb show, without uttering a syllable. If you did not pronounce this the best of commencement addresses, why your tastes are widely different from mine. At any rate, the very best toast I ever saw delivered was what I have described to you. It brought down the table, so that men forgot to clink the ice in their lemonade glasses.

But I am sure you are panting here in the heat for some fresh stimulant to inflame your minds and fire your souls. Blessed time of youth, when nothing is too hot, when you would fain be dancing from sun-rise until noon—the Commencement German; and from midnight again until sun-rise—the Final Ball. Possess your souls in patience: if not this year, you can do all that next, and having ceased to be graduates for a time, you will not have to listen to the graduating address. Meantime, the chance of getting on the beauty page in the *Cactus*. Equally high and keen, no doubt, is the ambition of the boys, to get on the second scrub team and, at the Thanksgiving game, to blow the parabolic megatherium in token of victory over the A. & M.; at Christmas, of course, you aim to get D's enough on your examinations to escape having the

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*An address delivered at the Commencement of the Whitis Avenue School, Austin, on June 3, 1908.

Dean's first admonitory letter sent home, hinting that his ease is disturbed by your E's.

But I mean to forge in ahead of the Dean. Am I not here at the sacrifice of my ease to destroy yours? Yet am I sure that the secret hope of nearly every heart of you is soon to get on Easy Street, and here I come, a cold-blooded student, to tell you in passing that my conviction is unshaken that the best course in life for every man takes him down Work Street, and involves his shunning the paths of ease; to tell you that true happiness lies in work. But I mean not to prose over this and try to utter fine words. Fine words I shall utter by and by, when I come to my quotations. And as I am a school-master, you must expect me to speak as a school-master; and I shall expect you, for a little while, to put away childish thoughts.

What I propose to do this morning is to read and interpret for you a poem that has brought me comfort, for it glorifies my calling. All of it you may not understand; and parts of it, I will confess, are difficult for me. Therefore, being a school-master, I shall make some explanations and give some definitions to put you in a position the better to understand the poem I shall read.

The time of the poem is the Renascence, which perhaps you have learned to know as the Renaissance. Those of you who have studied Latin will not need to be told that renascence means a new birth. But I wonder to how many of you it is clear what had, at that period, a new birth. Be not shocked, young ladies and gentlemen, when I remind you that the newborn thing was the study of language, and specifically, of Greek and Latin.

In this practical day it is hard to understand that, in the Fourteenth Century, the civilization which we enjoy to-day was born again by the discovery and interpretation of the long-lost Greek and Latin classics. Yet it is simple. Greek civilization was at its height in the Fifth and Fourth Centuries B. C., and the great English anthropologist, Francis Galton, has dared to say that the Greek mind of that day enjoyed endowments as superior to the English average of to-day as the English average is superior to the Hottentot's. Then the Greek mind produced imperishable masterpieces of art and literature. It was not till the Second and First Centuries B. C. that the Romans attained a comparable civ-

ilization, and then only because they took the Greeks for their school-master. Roughly speaking, by the Fifth Century A. D., our savage Germanic ancestors, with untutored minds, had overrun the old peoples; but they did not then master the old civilization in its higher manifestations. Nor was it till the Fourteenth Century that the revival of learning, incident upon the recovery of the classical literatures, began, and in Italy, the home of one of the old peoples. Here, under the guidance of Petrarch and Boccaccio, the renascence gave rise to humanism, and this movement, "beginning with literature, soon extended to and transformed manners, philosophy, science, religion, politics and art." Behold the extent of the debt our world owes to the Revival of Learning. In that period, the scholar with his books was the discoverer, and opened the ways of progress.

You must indulge me if, jumping over the centuries, I say to you that, in my belief, humanism—by which I mean the humanising of each individual of us—is still chiefly to be secured by the study of literature. And because I am a grammarian, you will suffer me to go on and say that the study of literature means, fundamentally, the study of words; that, beyond this, the staple of education is still the study of words. I do not ask you to accept this merely on my assertion, but I ask you to believe Socrates, whom the Greek oracle truly pronounced the wisest of mankind. Hear Epictetus (1:17:1): "And who is it, then, who has written that the beginning of a right education is the examination of words? Doth not Socrates say it, of whom Xenophon writes that he began by the examination of words, what each signified?"

Again, speaking of the discipline of the will, Epictetus says (2:14:3): "Whence, then, are we to begin? If you will give me leave, I will tell you. It is necessary in the first place that you should understand words." Here his pupil breaks in, as I suppose any one of you might like to do with me: "So, then, I do not understand them now? :: No, you do not :: How is it, then, that I use them? :: Just as the illiterate do written expressions * * * For use is one thing and understanding another. But if you think you understand them, bring whatever word you please, and let us see whether we understand it or not."

Epictetus was a fashion of a schoolmaster, a teacher of morals,

and he did not flatter his pupils. Standing here before you, young graduates, I shall dare, like him, to challenge your understanding of words. And the word is the most important thing in life; without it we should be what the animals are: no words, no understanding; without language, no mind. What the philosopher Descartes made the demonstration of the self is eternally true: *cogito, ergo sum:* "My thinking is the condition of my existence," and words are as indispensable as the medium of thought as light is for vision.

You will already be thinking this a long introduction, but I am not yet ready to read you the poem, only to tell you that its title is "A Grammarian's Funeral, Shortly After the Revival of Learning in Europe." But in the very title are words you do not understand. I have already explained the significance of the Revival of Learning, but you don't fully understand what a grammarian is. You don't know that he taught literature as well as words, nor even yet do you realize, I fear, that there is no study of literature without the study of words: no complete and vital comprehension, but always a diminished joy in the beauty of literature unless you understand the phrase and the word which are its elements.

Thus, in the very beginning of our poem, Browning uses the obsolete words *crofts* and *thorpes,* a *croft* being a small field, a *thorpe* a hamlet or small village. What is the poet's purpose in using these obsolete words—though the Scotch still call the small farmer a crofter? It is, by way of mental suggestion, to throw our thoughts back to a by-gone time, to evoke the image of the Middle Ages, the time when their darkness was beginning to catch the sun-rise from the Revival of Learning.

In the next line the poet uses the word *tether* in a rather forced sense, I think we must admit—but then he wants a rhyme for *together.* What does *tether* usually mean? The rope or chain with which an animal is staked out to graze. But Browning speaks of the farm-houses and villages as sleeping each "safe in its tether." The term is forced, but it pictures the security of the plain masses, fastened like cattle that cannot stray; and later on he half compares the crofter and hamlet folk to the cattle that

they keep: not flattering, surely, but meaning only what Shakespeare means in the line

"Home-keeping youth have ever homely wits."

We can pass rapidly over a few foreign words. Browning represents his aged scholar as suffering from *calculus,* a bladder trouble; and from *tussis,* a cough—using the Latin words to show you the scholar's little pedantries. And to show you how minute the subjects to which a scholar may devote himself, he represents the dying scholar enthusiastically at work on the usage of the Greek conjunctions *hoti,* "that," and *oun,* "therefore;" and on the preposition *de,* hung on other words like our English "ward" in *homeward, backward.*

Another, and my last word for explanation now, is *queasy,* which means sick, nauseated from overfeeding or drinking. The idea is disgusting, and Browning chooses a disgusting word to express it. Here it is the appropriate word, but half-playfully used of the greed for the crumbs of knowledge.

Young ladies and gentlemen, this brings me to one of my hobbies, the subject of style in writing: it is little more than the matching of perfectly appropriate words to the ideas to be expressed.

Now, a word to explain the setting of the poem. A group of young men is represented, starting out to bury their dead teacher, their master, in Browning's old-fashioned phrase, whom they are carrying on his bier from the flat country-side up a mountain to a city where culture and civilization are more advanced. As they go—and you must look out for the parenthetic directions concerning the advance of the funeral cortége—they recite the biography of the dead scholar. Beautiful of face and figure, he had lived, before the Revival of Learning, the ordinary life of selfish pleasure. Then the thirst for knowledge took hold of him; the joy of learning made him "Scorn delights and live laborious days;" and he studied to the end, disregarding the increasing illnesses of advancing years; and when he died, his pupils bore him up aloft for burial.

Here a further word to bring out two or three of the more

salient sentiments of the poem. I would emphasize what this scholar chose to live for—

"This man decided not to live, but know;"

and how he sought to see life whole:

"Image the whole, then execute the parts."

And last, I note his superb optimism, who, while "he ground at grammar," busying himself with what others about him deemed trivial, demanded not to see the utility of his task, but said:

"God surely will contrive use for our earning."

This is a sort of comfort the scholar stands in need of to-day, when he asks himself the use of his striving. He can realize the use, perhaps, if he recalls that the engineers of to-day put to practical service mathematical formulae discovered by Greek scientists a thousand years before they were anything but equations on paper. But now the world has found use for their earning. And at last we come to our poem.

"A GRAMMARIAN'S FUNERAL"

Let us begin and carry up this corpse,
Singing together.
Leave we the common crofts, the vulgar thorpes
Each in its tether
Sleeping safe on the bosom of the plain,
Cared-for till cock-crow:
Look out if yonder be not day again
Rimming the rock-row!
That's the appropriate country; there, man's thought,
Rarer, intenser,
Self-gathered for an outbreak, as it ought,
Chafes in the censer.
Leave we the unlettered plain its herd and crop;
Seek we sepulture
On a tall mountain, citied to the top,
Crowded with culture!
All the peaks soar, but one the rest excels;
Clouds overcome it;

No! yonder sparkle is the citadel's
Circling its summit.
Thither our path lies; wind we up the heights;
Wait ye the warning?
Our low life was the level's and the night's;
He's for the morning.
Step to a tune, square chests, erect each head,
'Ware the beholders!
This is our master, famous, calm and dead,
Borne on our shoulders.

Sleep, crop and herd! sleep, darkling thorpe and croft,
Safe from the weather!
He, whom we convoy to his grave aloft,
Singing together,
He was a man born with thy face and throat,
Lyric Apollo!
Long he lived nameless: how should spring take note
Winter would follow?
Till lo, the little touch, and youth was gone!
Cramped and diminished,
Moaned he, 'New measures, other feet anon!
My dance is finished?'
No, that's the world's way: (keep the mountain-side,
Make for the city!)
He knew the signal and stepped on with pride
Over men's pity;
Left play for work and grappled with the world
Bent on escaping:
'What's in the scroll,' quoth he, 'thou keepest furled?
Show me their shaping,
Theirs who most studied man, the bard and sage,—
Give!'—So, he gowned him,
Straight got by heart that book to its last page:
Learned, we found him.
Yea, but we found him bald, too, eyes like lead,
Accents uncertain:

'Time to taste life,' another would have said,
'Up with the curtain!'
This man said rather, 'Actual life comes next?
Patience a moment!
Grant I have mastered learning's crabbed text,
Still there's the comment.
Let me know all! Prate not of most or least,
Painful or easy!
Even to the crumbs I'd fain eat up the feast,
Ay, nor feel queasy.'
Oh, such a life as he resolved to live,
When he had learned it,
When he had gathered all books had to give!
Sooner, he spurned it.
Image the whole, then execute the parts—
Fancy the fabric
Quite, ere you build, ere steel strike fire from quartz,
Ere mortar dab brick!

(Here's the town-gate reached; there's the market-place
Gaping before us.)
Yea, this in him was the peculiar grace
(Hearten our chorus!)
That before living he'd learn how to live—
No end to learning:
Earn the means first—God surely will contrive
Use for our earning.
Others mistrust and say, 'But time escapes:
Live now or never!'
He said, 'What's time? Leave Now for dogs and apes!
Man has Forever.'
Back to his book then: deeper drooped his head:
Calculus racked him:
Leaden before, his eyes grew dross of lead:
Tussis attacked him.
'Now, master, take a little rest'—not he!
(Caution redoubled,

Step two abreast, the way winds narrowly!)
Not a whit troubled
Back to his studies, fresher than at first,
Fierce as a dragon
He (soul-hydroptic with a sacred thirst)
Sucked at the flagon.
Oh, if we draw a circle premature,
Heedless of far gain,
Greedy for quick returns of profit, sure
Bad is our bargain!
Was it not great? did not he throw on God,
(He loves the burthen)—
God's task to make the heavenly period
Perfect the earthen?
Did not he magnify the mind, show clear
Just what it all meant?
He would not discount life, as fools do here,
Paid by instalment.
He ventured neck or nothing—heaven's success
Found, or earth's failure:
'Wilt thou trust death or not?' He answered 'Yes:
Hence with life's pale lure!'
That low man seeks a little thing to do,
Sees it and does it:
This high man, with a great thing to pursue,
Dies ere he knows it.
That low man goes on adding one to one,
His hundred's soon hit:
This high man, aiming at a million,
Misses a unit.
That, has the world here—should he need the next,
Let the world mind him!
This, throws himself on God, and unperplexed
Seeking shall find him.
So, with the throttling hands of death at strife,
Ground he at grammar;
Still, thro' the rattle, parts of speech were rife:
While he could stammer

He settled *Hoti's* business—let it be!—
Properly based *Oun*—
Gave us the doctrine of the enclitic *De,*
Dead from the waist down.
Well, here's the platform, here's the proper place:
Hail to your purlieus,
All ye highfliers of the feathered race,
Swallows and curlews!
Here's the top-peak; the multitude below
Live, for they can, there:
This man decided not to Live but Know—
Bury this man there?
Here—here's his place, where meteors shoot, clouds form,
Lightnings are loosened,
Stars come and go! Let joy break with the storm,
Peace let the dew send!
Lofty designs must close in like effects:
Loftily lying,
Leave him—still loftier than the world suspects,
Living and dying.

The solid substance of Browning's poem is what I came to offer you to-day for your mental sustenance, but I am willing you should have dessert to your dinner, syllabub after meat, with a word to fill the interval while the courses are changing.

I have dared to suggest that in our poem Browning rather forced the use of the word *tether* to get a rhyme for *together,* and in my remarks about style I have spoken of matching the appropriate word to the idea. But as one feels the need of variety and freshness in the style of dress—which is the style to which the hearts of this class chiefly thrill, I doubt not—so in literature the phrase or word that is used too often ceases to be pleasing; and it is as necessary to avoid the trite word as it is to avoid the far-fetched word, the word brought in for the rhyme's sake only. Both these faults of style have been very wittily and amusingly criticised by Charles Stuart Calverley, who had in mind certain lady poets, Miss Ingelow and, I believe, Miss Rossetti. This is the syllabub I have to offer you:

"LOVERS, AND A REFLECTION"

In moss-prankt dells which the sunbeams flatter
  (And heaven it knoweth what that may mean;
Meaning, however, is no great matter)
  Where woods are a-tremble, with rifts atween;

Thro' God's own heather we wonn'd together,
  I and my Willie (O love, my love!)
I need hardly remark it was glorious weather,
  And flitterbats waver'd alow, above:

Boats were curtseying, rising, bowing,
  (Boats in that climate are so polite)
And sands were a ribbon of green endowing,
  And oh, the sundazzle on bark and bight!

Thro' the rare red heather we danced together,
  (O love, my Willie!) and smelt for flowers;
I must mention again it was gorgeous weather,
  Rhymes are so scarce in this world of ours:—

By rises that flush'd with their purple flavours,
  Thro' becks that brattled o'er grasses sheen,
We walked and waded, we two young shavers,
  Thanking our stars we were both so green.

We journeyed in parallels, I and Willie,
  In fortunate parallels! Butterflies,
Hid in weltering shadows of daffodilly
  Or marjoram, kept making peacock eyes:

Songbirds darted about, some inky
  As coal, some snowy (I ween) as curds;
Or rosy as pinks, or as roses pinky—
  They reck of no eerie To-come, those birds!

But they skim over bents which the millstream washes,
  Or hang in the lift 'neath a white cloud's hem;
They need no parasols, no goloshes;
  And good Mrs. Trimmer she feedeth them.

Then we thrid God's cowslips (as erst His heather)
  That endowed the wan grass with their golden blooms;
And snapt—(it was perfectly charming weather)—
  Our fingers at Fate and her goddess-glooms!

And Willie 'gan sing (oh, his notes were fluty;
  Wafts fluttered them out to the white-wing'd sea)—
Something made up of rhymes that have done much duty,
  Rhymes (better to put it) of "ancientry:"

Bowers of flowers encountered showers
  In William's carol—(O love, my Willie!)
Then he bade sorrow borrow from blithe to-morrow
  I quite forgot what—say a daffodilly:

A nest in a hollow, 'with buds to follow,'
  I think occurred next in his nimble strain;
And clay that was 'kneaden' of course in Eden—
  A rhyme most novel, I do maintain!

Mists, bones, the singer himself, love-stories,
  And all least furlable things got 'furled;'
Not with any design to conceal their glories,
  But simply and solely to rhyme with 'world.'

* * * * * * * * * *

Oh, if billows and pillows and hours and flowers,
  And all the brave rhymes of an elder day,
Could be furled together, this genial weather,
  And carted, or carried on 'wafts' away,
  Nor ever again trotted out—ah me!
How much fewer volumes of verse there'd be!

Perhaps, young ladies and gentlemen, when you go home, you will be asked for the text of this discourse. Say that it was Education, through the study of words, ending in the attainment of style. I do not refer to hats nor to frocks, much less to shoes or gloves.

MODERN PRACTITIONERS OF MEDICINE*

BY JAMES J. TERRILL, M. D., ACTING PROFESSOR OF PATHOLOGY

We are met today to inaugurate the eighteenth annual session of the Medical Department of the University of Texas. It is with much hesitation that I attempt to speak to you in this opening address. However, if you will bear with me for a short while I will try to say a few things about "Modern Practitioners of Medicine." I would not have our students of pharmacy and nursing think that in any way they were being neglected in this subject. Medicine, pharmacy, and nursing are the inseparable trio of humane professions. They stand or fall together. What elevates one must of necessity draw the other upward. We have a community of interests which we would do well to recognize and foster. We have with us today representatives of all three of these professions, in every stage of development, from the novice to the seasoned practitioner. I am glad to say, also, that we have present some who have themselves witnessed the rescue of medicine and its allied professions from the thraldom of superstition and guesswork and who have contributed in no small way to this rescue.

Consciously or unconsciously, we all have ideals, those ends to be attained, the polar stars toward which we point our efforts and our lives, hoping ultimately to arrive at least within the neighborhood of such harbors as seem to us desirable. It is true that we may permit ourselves to drift lazily along our course, driven from place to place by currents and forces derived from without ourselves, and we may possibly reach some worthy end; but we cannot depend upon such a consummation. There must be generated within us such forces as will direct us in definite chosen paths. So, in the beginning of our labors in our chosen life work, we must have some notion of what we wish to accomplish.

There are several ways of practicing medicine, pharmacy, or

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*An address delivered at the opening exercises of the Medical Department at Galveston on October 2, 1908.

nursing. There be those whose chief aim is the accumulation of money. The viewpoint of these may well be represented, as a friend once said, by a capital S crossed by two vertical parallel lines. We should, indeed, be able to obtain a livelihood from the work of our hands or of our brains. That is the inherent right of every human being. This was well put by the famous surgeon, Sir Benjamin Brodie, many years ago, when he said: "To obtain a competency such as will place yourselves and your families above the reach of want and enable you to enjoy such of the comforts and advantages of life as usually fall to the lot of persons of the same station as yourselves is undoubtedly one of the first duties, and one of the principal objects to which your attention should be directed; but, nevertheless, let it never be forgotten that it forms but a part, and a small part, of professional success." Permit me to emphasize that you can not always judge the worth of a doctor to his community by his income. Medicine has come up out of mystery and magic and its skirts are not yet entirely free from the taint of these. While the laity are becoming wiser in judging the members of the medical profession, it is still easy for the quack to impose upon many of them, and thus a doctor's income may be totally out of proportion to the value of his services. Let me say here that if you have chosen one of these professions for the sole purpose of making money, even though honestly, you have made a mistake. The same amount of time and money spent in preparation and the same expenditure of intelligent brain force and physical energy, if put into strictly commercial lines of work, will, as a rule, bring in far greater monetary returns. If a family is destitute of money, food, or clothes, we do not expect the banker to establish in his bank a checking account for the head of this family; we do not look for the grocer to furnish them food day by day without recompense; nor do we expect the dry goods merchant to clothe the members of the family. I do not mean that bankers and merchants are not charitable or that they do not give of their means to deserving poor; but the point I make is that they are not expected to assume the entire responsibility. On the other hand, how is it when a member of the family is sick? Then it is that the doctor is expected to give his time and his services freely, "without money and without

price," day after day and week after week, until his visits are no longer needed. No, these professions are not *per se* money-making ones, and I for one would dislike very much for any of our students to begin them with this view.

But next higher is the doctor who faithfully and well gives himself over to the treatment and cure of the particular case in hand. To bring about this cure he has had thorough preparation, he has learned all the laboratory methods of accurate diagnosis; he studies carefully and masters what has been written on the subjects; he makes use of the accumulated experience of the men of times past. Thus equipped he does battle with the diseases, the life of the patient being the stake. Finally, the disease process is halted, the causative agent is banished, the patient convalesces, and ultimately is restored to his former health. What, then, has this doctor done? He has been instrumental in saving a human life. Well may he rejoice. He has accomplished much. He is to be extolled. His worth to that individual is almost immeasurable. But even such a man is not practicing medicine from the broadest viewpoint. It is not from such as these that the "fathers of medicine," the great masters have come. Indeed, many of the men who have done the most to establish medicine as a science were not physicians at all.

The immortal Pasteur, whose efforts and constant work more than that of any other man has established bacteriology among medical men, was first of all a chemist. He was much more closely allied to our druggists than to our doctors. His great discoveries on fermentation, the silk worm disease, chicken cholera, the various pathogenic bacteria as anthrax and the pyogenic streptococci and the cure of rabies, all grew out of his intense interest in the molecular constitution of certain crystalline compounds. Virchow, the father of cellular pathology, with his keen observation of morbid changes and greed for accumulating data, had very little to do with the actual treatment of patients. The great Erlich of our own time, who in his work at the Royal Prussian Institute at Frankfort, is laying the basis of the more modern serum pathology, is working it out along the lines of physics and chemistry. The time does not permit me to make mention of the multitudes of good men in our own country who are approaching

medicine from angles entirely different from those obtained in the hospital or at the sick bed.

Thus I would present to you a third group of medical workers, who have in mind not only the cure of this patient under their present immediate care, but who are also building for the future. These men believe that it is not only worth the while to add to the years of a single individual, but that it is equally important to add days or weeks to the mean expectation of life of the unborn generations. To me these men represent the highest type, and their worth to the race is far greater. It is to such men that we owe the present higher standards. They have not forgotten for one moment the sick patient who needs attention at once, but from this and similar cases they have sought to learn something which would benefit the race. So we have developed the great hygienists and medical experimenters. These men have not been content to study the diseases of man alone, but have drawn upon the whole range of human knowledge for side lights upon the cause, transmission, prevention, and cure of disease. So, too, many of them have devoted their entire time to laboratory investigations, often even apart from hospitals, and are arriving at fundamental truths. A truth is a truth, and as such is eternal. It cannot be downed; there is nothing in the whole world so powerful. It is the strongest bulwark of defense, and can be made the strongest weapon of offense. He who is armed with truth need have no fear of ultimate victory.

I would have, therefore, each one who practices medicine, pharmacy, or nursing to be an investigator. This very important matter should not be left solely to those connected with the teaching of medical branches nor to those immediately in touch with hospitals. The work of these men needs confirmation at the bedside. Any uncontrolled medical investigator may be dangerous. Pasteur says: "Unfortunately, doctors delight in hasty generalizations. * * * The greatest distortion of intellect is to believe things because one wishes them to exist." Everything depends upon what one is attempting to do. If your attentions are directed to alleviating suffering as you meet it, well and good. In so doing, if your efforts are carried out faithfully, there will be many in your community to "rise up and call you blessed." If,

on the other hand, you have a consideration for the future generations, you will need to be more than a mere case-taker. The higher your aims, the broader and more careful must be your preliminary preparation. The days have departed when all the preparation a man needed to become a practitioner was a few months of reading medicine under an older doctor, a pair of saddle-bags, and plenty of nerve. Now he must be well rounded in fundamental academic subjects and must acquire a wide range of the sciences, even apart from those usually considered essentially medical. Not infrequently do we hear men at the threshhold of their professional training deprecate the fact that so much of their time is given to the fundamental or elementary branches. They will, for example, question the value of their work in physics and chemistry. It is true that upon superficial consideration it does seem a far cry from these subjects to the practice of medicine; but those who have delved deepest in the mysteries of physiological processes, the so-called vital phenomena, are coming more and more to the conclusion that these changes represent in reality only applied physics and chemistry. The time will come, perhaps not in the days of any who hear me to-day, when the laws governing these changes will be worked out. Many of our old superstitions with regard to vital processes are giving way before the clearer visions brought to us by experimentation. I remember clearly the criticism of a text-book on therapeutics made by a fellow sophomore in my student days, a remark which in my ignorance I heartily applauded. He said: "This man has spent several pages telling how this drug acts on cats, frogs, dogs, and rabbits. I don't see the use of that. I'm not going to practice veterinary medicine." Neither of us at the time knew that it was by just such work that its exact action upon man was worked out, and that careful study of the methods of experimentation would lead us into a broader range of knowledge.

Our modern practitioner, then, is making more and more use of instruments of precision to supplement those which nature gave him. He will constantly make use of his microscope, for example. I believe that one of the greatest compliments I have heard about one of our graduates was intended to be sarcasm. Of this graduate of our school, an older practitioner said: "If Dr. B. is called

in a hurry to see a case in the country, he might forget his medicine case or his instrument case, but he never forgets to take his microscope." An exaggeration, it is true, but if the same spirit pervades our men, then we are to be congratulated. Our modern doctor believes that he has a right to draw from all sources to find out first the nature of the disease with which he is contending, and then to make use of every means to work a cure. We are all the time tending to the opinion that prevention is far better than having to cure. Indeed, it is much more valuable to plan to keep people from being sick than it is to bring about the most marvelous cure possible.

Consider, then, the effect of placing our work upon this high plane. If all would follow it, the vexing problems would disappear. There has been from early times a sentiment among the real leaders of our professions against secret remedies, and this has been constantly growing in recent years, so that now none of the leading professional journals advertise secret remedies, and many of the leading secular publications are following their lead. If we are working for the benefit of mankind and make a discovery of value, we will hasten to communicate it to our fellow practitioners, so that as many people as possible may have the benefit. It is now considered that one who advertises a remedy whose true formula he is not willing to divulge is unethical. Such a man is prostituting his profession and should be professionally ostracised. Should the broader view obtain we would no longer hear of the dishonest or unethical doctor, the substituting or counter-prescribing druggist, or the gossiping trained nurse.

That we have not yet attained this much-to-be-desired goal is true; but we are moving toward it surely. These ideals are not too Utopian to be realized; but in order to bring them to pass, our younger men and women in the formative period of their professional training must learn to look far afield and strive for larger things. It is too much to expect those with weak characters to stand firm against adverse circumstances, hence, we must first of all be men and women, true men and true women; and I speak my sober conviction when I say that to realize the highest aims, we must be God-fearing and God-obeying. So if you would be a "modern practitioner," I would say, "Build thee

more stately mansions," ever keeping in mind as our model that Great Physician, about whom it could be truly said, "He went about doing good."

THE INCIDENTAL TEACHING OF ENGLISH*

BY MORGAN CALLAWAY, JR., PH. D., PROFESSOR OF ENGLISH

Ladies and Gentlemen:—Please accept my sincere thanks for the honor you have conferred upon me by selecting me as chairman of the English Section of the Texas State Teachers' Association.

With your permission I wish to make a few remarks on The Incidental Teaching of English, a theme that seems to me timely and that, I trust, may appeal to all divisions of our Section. Let not the title, however, lead any to suppose that I do not believe in the systematic teaching of English as of every other subject in the school and in the college. On the contrary, even in that most delicate subject, religion, I hold it of the utmost importance that, from childhood up, in home and in Sunday-school, there be given daily and definite instruction such as is suited to the child's age; for I am not of those that seek to go to heaven on flowery beds of ease. Nor am I one who believes real kindness lies in forever concocting soothing syrups even for the little ones, though I would not unnecessarily offend a single one of them; nay, more, I would give to each every moment of happiness of every kind consistent with the highest self-development. But I hold that, to the young as to the old, higher and more abiding joy comes from the consciousness of having met and having overcome difficulties than from evading them or from having others to overcome them for us. That the soothing-syrup theory of education is not yet dead we have abundant evidence. Says Dean Briggs, of Harvard University: "We leave the strait and narrow way, and wobble all over the flowery meadows. We are held down to accuracy so little that it is next to impossible to find a youth who

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*An address delivered before the English Section of the Texas State Teachers' Association, at Austin, December 30, 1908.

can copy a list of printed names without misspelling."* To the same effect are the words of Professor Irving Babbitt, also of Harvard, in a book just from the press: "As a result of long practice, from the kindergarten up, the American undergraduate has often acquired a remarkable dexterity in dodging every kind of discipline."†

Nor, once more, do I omit to discuss systematic instruction because I feel that there is less need thereof at present than in days gone by. Anyone inclined so to think can easily be undeceived by a brief survey of the situation. Professor Arlo Bates, of the Massachusetts Institute of Technology, in 1906 declared: "The weakest points in the education of the modern student are certainly those which are continually taken for granted."** From the current year's report†† on the entrance examinations at our Military Academy at West Point, we learn that graduates from schools all over the country mist very simple questions in each of the basic studies. The Delaware College Bulletin on *The High-school Course in English****** issued last month, the joint production of Professor W. O. Sypherd, of Delaware College, and Principal G. S. Messersmith, of Newark, Delaware, has these wholesome words: "Criticism of errors in spelling, grammar, punctuation, sentence and paragraph structure is what high-school pupils need first of all. Teach a pupil to write correctly and clearly, and if he has any intellectual ability at all, he will learn to write forcibly and with ease. If teachers of English in Delaware would only

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*L. R. Briggs, *School, College, and Character*, Houghton, Mifflin, and Co., Boston, 1901, p. 44.—This book and the same author's *Routine and Ideals* (the same publishers, 1904) are so packed with common sense and with wisdom that they should be in every school library.

†Irving Babbitt, *Literature and the American College*, Houghton, Mifflin, and Co., Boston, 1908, p. 145.

**Arlo Bates, *Talks on Teaching Literature*, Houghton, Mifflin, and Co., Boston, 1906, p. 217.

††See C. W. Larned, "The Inefficiency of the Public Schools," in *The North American Review* for September, 1908; and F. G. Bonser, "Colonel Larned's Indictment of the Public Schools," in the *Educational Review*, for January, 1909.

***Published at Newark, Delaware, in November, 1908. The quotation will be found on page 11.

realize the importance of this part of their English work and would only be willing to devote their time and patience to the thorough correction of frequent short themes, half of the criticism that is now being made about the work of the schools in English would be heard no more, and no other schools would send out better prepared students than the schools of our State." Of the same purport is *A Report on the Examinations in English for Admission to Harvard College,* published by that university in 1907. Nor do such judgments come from teachers only. We have each, no doubt, heard the complaints of business men concerning the frequent lack of habits of accuracy in graduates of high schools and of colleges. Here is the judgment of the editor of *The World's Work,* Mr. Walter H. Page, who reports his observation, as editor and as publisher, in *The Atlantic Monthly* for November, 1907: "The most common fault is lack of form, of orderliness, and of construction. A certain verbal smartness is very common, but the careful construction of books is rare." Personally, I hold that now far more than formerly one needs to insist on definite drill in fundamental subjects, both in school and in college, and for four reasons. First, the pseudo-democratic doctrine of the equivalence of studies, as fallacious as would be that of the equivalence of foods, though dying, is not dead. Secondly, even when this false doctrine is not openly avowed, there is still such a multiplicity of studies offered, especially in the colleges, that the student needs to be directed to the fundamental subjects and to be urged to follow them with diligence. Thirdly, the pernicious doctrine that nothing not immediately pleasurable is profitable for study, already alluded to, leads many students to expect and many teachers to offer chiefly soothing syrups. Fourthly, now as hitherto, the willingness cheerfully to do one's routine work to the level of one's ability is, in teacher and in student, essential to the attainment of ideal excellence in English as in every other field.

Having elsewhere,* however, stated as simply as I could my

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*In the following: "English in Our Preparatory Schools," in *Proceedings of the Southern Educational Association* for 1891; "English Composition in the High School," in the *Texas School Journal* for January,

own views as to the systematic teaching of English, I wish, as I have indicated, to say a few words on the Incidental Teaching of English.

The great value of incidental teaching is clearly demonstrable in all walks of life. The solicitous father who preaches temperance to his son, but himself drinks to excess, or swears, realizes the importance of incidental teaching when his son becomes a sot or a foul-mouth. So does the solicitous mother who preaches seriousness and philanthropy to her daughter, but herself spends her whole time in the inanities of the ultra-society set, when that daughter discloses more brains in her heels than in her head. So does the politician or the trustee who, trying to convince himself that he is under one law as an individual and under another as an office-seeker or as a member of a business corporation, finds that he is losing the respect not only of the decent element of the community but also of himself. In a word, in its place, incidental teaching, because of its very insidiousness, is perhaps more powerful than routine drill.

And yet far less use is made of incidental teaching in English than one would suppose, or, rather, far less effective use is made of it.

Take the subject of English Grammar. The English Section, at its latest session, was given a clear and strong paper on *The Place of Technical Grammar in the High School,* by Dr. Robert A. Law; and it is not my purpose to go over ground so well covered already. In passing, I wish merely to express my hearty approval of the stand there taken, and to add that signs are abundant that soon technical grammar, so long neglected, will be restored to its rightful place of honor. For instance, the New York State Department of Education, perhaps the strongest in the country, requires that English Grammar be taught in each year of the high school. Again, Mr. Arlo Bates, poet and professor of English in the Massachusetts Institute of Technology, in his recent *Talks on Teaching Literature*, already referred to, de-

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1897; "English in the High School," in *Bulletin No. 1 of the Committee on Affiliated Schools,*" University of Texas, January, 1901. The last-named essay is given under the same title, but in a revised form in the *High-School Bulletin,* University of Texas, 1908.

clares: "What is evidently needed all along the line is the cultivation of the reasoning powers in the ability to deal with abstract thought. Personally, I believe that this could be best secured by the simplification of the work in the lower grades, and by the introduction of thorough courses in English grammar and the old-fashioned mental arithmetic."* President G. Stanley Hall, I may add, in his *Adolescence*,† likewise laments the general inability of students to reason, but is apparently unaware that his onslaught upon grammar, if heeded, would only make the inability more wide-spread and more acute. More far-sighted, in this respect, is Professor Babbitt, who, though he flings not a few epithets at a certain sort of philologists, declares that, bad as these philologists are, the college is in more danger from the dilettante than from the philologist, and adds: "Language should be thoroughly mastered, both linguistically and as a medium for the adequate and artistic expression of thought. To attempt to train in ideas students who have received no previous discipline, not even the discipline of common accuracy, is to expect them to fly before they have learned to walk."** While some of our Texas schools seem to me to expect their students to fly before they have learned to walk, I am glad to say that such schools are growing fewer year by year, and that a number of schools are giving sound and strong courses in English grammar.

To come directly to our question, how may English grammar be taught incidentally? I should say, in conversation, by tactfully taking account of inaccuracies and inelegancies of expression and by inculcating an ideal of reasonable correctness and of good taste. This has long been the practice in a few of our best schools and in a few of our best homes,—or, rather, in a very few of our best homes, for the majority of parents seem to have resigned their responsibilities in this as in so many other respects to the teacher.

In connection with the composition work, both in colleges and in high schools, one has numerous opportunities, nay, demands,

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*Bates, *l. c.*, p. 242.

†Vol. II, p. 462.

**Babbitt, *l. c.*, p. 142.

for the incidental teaching of grammar. If seized upon, as they sometimes are and should be always, these occasions give the best possible opportunities for drilling the particular student on his own individual weaknesses, whether in the simpler matters of concord and of case-relations or in the more delicate ones of the order of words or of the uses of the tenses, the moods, and the verbals. Such application of the principles of grammar to one's speaking and writing seems to me the truest sort of grammar-teaching; and, though incidental, if tactfully, insistently, and persistently kept up, it will, in my judgment, transform a poor speaker or writer, if not into a good, a decent one. The trouble is that too often no comment, at least no well reasoned comment, is made by the teacher. In scores of compositions from would-be-affiliated schools I have found written opposite an awkward or an incorrect sentence this statement, "Sentence not good," without the slightest indication as to the specific shortcoming of the sentence in question. Is it any wonder that, in such cases, the student sees no connection between grammar and composition? or that he is skeptical as to the utility of studying grammar when his teacher himself makes no use of it despite the Macedonian call?

In literature work, too, the occasions for the incidental teaching of grammar do not have to be sought; to my vexation, they thrust themselves upon me in almost every class, from Freshman English to the most advanced course. Surely, in the high schools the demands must be far more numerous and far more urgent. As we know by observing the students from our best schools, the sort of teaching for which I am pleading, already happily exemplified in a number of schools, would greatly reduce the vexatious interruptions to which I have alluded, and would leave more time and energy for the study and the assimilation of the spirit of literature,—the goal at which we are all aiming.

But it is time to pass to the teaching of Composition. Here, too, there is far less of incidental teaching than is desirable. Too commonly instruction is restricted to the recitation in the handbook and to the writing and the correction, too often perfunctory, of the set essay. Now, the set essay, in which I am a hearty believer, constitutes the lesser part of the writing necessarily done by the average student, and, in some ways, it constitutes the less

important part of his writing. If, then, care is taken by the student and oversight is given by the teacher only in this minor part of the student's writing, teacher and student are like the man who is pious on Sundays, but on week-days is oblivious of the decalogue. Unless he mend his ways, and unless the Great Judge be more merciful than we have any right to expect, that man is on "the primrose way to the everlasting bonfire;" nor can I see that it will be otherwise with the seventh-day composition-writer. But, I am happy to say, the seventh-day teachers are becoming fewer, and the every-day teachers more numerous. This is evidenced by the growing habit of having exercises in oral composition; by the greater attention paid to letter-writing; and by the incipient custom of requiring good English in examination papers, whether these papers be on English or on other subjects. About two years ago the University of Texas passed a law requiring that in all entrance examinations in any subject account be taken of the candidate's English; and during the present year Yale University has adopted the immemorial custom of Oxford University, England, and has decreed that course examinations in all subjects, scientific as well as literary, shall be written in decent English. In brief, the incidental, every-day teaching of composition, in the sense above explained, is gaining ground slowly but surely. May the English Section hasten the time when every-day composition shall be as commonly practiced as every-day morality is now generally preached!

The opportunities for the incidental teaching of composition in connection with the formal teaching of grammar are known and practiced by all the best teachers of the latter subject, those who require synthetic exercises as well as analytic, that is, those who have their students to build sentences of their own as well as to analyze those of others. The number of such teachers is, I believe, constantly on the increase.

Nor are opportunities lacking for this incidental teaching of composition, especially of oral composition, in connection with the recitation work in literature or, for that matter, in any subject whatsoever. To give only one illustration, are there not scores of instances, in every subject, in which the reciter, though he may have the right idea in his head, cannot get it on his

tongue because of the paucity or the vagueness of his stock of words? And are not these the golden opportunities for unobtrusively re-enforcing and for amplifying what the handbooks tell us concerning that cardinal matter of all composition, the choice of words? I do not suppose for an instant that any teacher worthy of the name ignores this matter altogether, but I doubt not many of us do unduly slight it. Professor Bates, for instance, declares that he has "never discovered how far beyond words of one syllable a lecturer to students may safely go with any assurance that his language will be understood by all the members of his class; but this is one of the things which must be decided if teaching is to be effective."* He undoubtedly establishes his position by citing a dozen amusing interpretations given of these two lines from *Macbeth,* by students who had supposedly made a thorough study of the play:

> "And with some sweet oblivious antidote
> Cleanses the stuff'd bosom of that perilous stuff."

The answers prove either that the students had not looked up the word *oblivious,* or that, having looked it up, they had forgotten its meaning. And Mr. Bates,** though an ardent advocate of the study of literature for the pleasure that it gives, insists that "above everything the teacher must be sure, before any attempt is made to do anything further, that the pupil has a clear understanding at least of the language of what he reads." Personally, I should make the study of the vocabulary incidental rather than, as Professor Bates advises, an independent and antecedent matter. Surely, however, the advice of Professor Bates is wisdom itself compared with President Hall's continual insistence, in his *Adolescence,* on the study of content to the almost total neglect of the key thereto, language.

The incidental teaching of Literature is more common than that of grammar or of composition, and admits, therefore, of briefer treatment. Most teachers give much time and thought to the question of supplementary reading, trying sedulously to adapt this reading to the needs not only of each class, but also of each in-

*Bates, *l. c.*, p. 64.

***L. c.*, p. 62. See also pp. 67 and 125.

dividual. But their praiseworthy efforts are seriously hampered in many cases by the lack of books. Many boards of education seem to believe in bricks rather than in books, as many students cultivate brawn rather than brains. For example, one of the oldest colleges for women in the United States has magnificent classrooms and dormitories, but scarcely a thousand volumes in its library. I believe that no greater service can be done our schools and colleges by our English Section than to insist that every school should have at least a small but well-selected library. And it might be well for a representative committee to make up a list of books for the help of young and inexperienced teachers. In the absence of anything better, they might use the bibliographies given in the *High-School Bulletin* issued this year by the University of Texas.

Despite the fact that Charles Lamb* was once chided, by a two-weeks married lady, for expressing his opinion concerning the "properest mode of breeding oysters" because, forsooth, he was a bachelor, and was, therefore, ignorant as compared with my lady, I cannot drop this topic of libraries without expressing my amazement at the indifference manifested by many well-to-do and otherwise intelligent parents as to the home-reading of their children. The incalculable advantage of careful oversight at this point was never better illustrated than in the case of John Ruskin. In childhood he was required to read and to memorize some portions of the Bible day by day immediately after breakfast; and of the effect of this daily habit he tells us in his beautiful autobiography, *Praeterita:*† "And truly, though I have picked up the elements of a little further knowledge in mathematics, meteorology, and the like, in after life, and owe not a little to the teaching of many people, this maternal installation of my mind in that property of chapters I count very confidently the most precious and, on the whole, the one *essential* part of all my education." At another place** he distinctly tells us that, in his judgment, whatever gifts of style he may possess are to be attributed to his mother's over-

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*See his "A Bachelor's Complaint of the Behavior of Married People," in his *Essays.*

†Second edition, John Wiley and Sons, New York, 1888, Vol. I, p. 58.

***Ibidem*, p. 3.

sight of his reading. And we all know that much of the highest eloquence of America's great orator, Mr. Bryan, is due to similar oversight, and is drawn from the same inexhaustible fountain. Because of neglect at this point, many a son and many a daughter of upright and of God-fearing father and mother waste their time on the inanities of the Sunday supplement; nay, more, they read prurient problem novels, and follow her 'whose lips drop as honey-comb and whose mouth is smoother than oil, but whose end is bitter as wormwood, sharp as a two-edged sword,' for 'her feet go down to death, her steps take hold on hell.'*

But the most important single factor in the incidental teaching of English, as of every other subject, is the teacher. No matter what text-books he may use or what methods he may follow, the competent teacher will instruct and edify, and more by his example than by his precept; the incompetent will instruct and not edify, again more by example than by precept. The most powerful way to help on the cause of English teaching, then, is habitually to demand of ourselves the highest preparation possible to us for the task to be assumed, the habitual exemplification in our teaching, whether incidental or formal, of the good habits and the high ideals that we profess to believe in. At times there yet crops out the belief that almost any one can teach English, provided, at least, one has some intuitive knowledge of the subject. Now, intuitive knowledge in any line is a precious thing, but, with all except geniuses—a class for whom, I dare not say to whom, I am not speaking—its range is very limited, and its staying power not remarkable. I believe, therefore, that definite training is absolutely necessary for effective teaching. And I am glad to say that training is being more and more demanded of themselves by the teachers of English. The time is forever past, I trust, when, as happened in the earlier days of the University of Texas, the Committees on Affiliation and on Entrance Examinations were excoriated because they insisted that students desiring to enter the University should have at least a homeopathic knowledge of the structure of the sentence and of the paragraph. Indeed, I know few things more heroic and more pathetic than the personal sacri-

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**Proverbs*, v, 3-5.

fices that many of our poorly paid teachers yearly make in order the better to equip themselves for their arduous and honorable duties. Surely such casting of the bread upon the waters cannot return void!

So far I have spoken of the English teacher only. But much of the incidental teaching of English is done, or should be done, by teachers of other subjects. To me it seems as clearly the duty of non-English teachers to correct the palpable errors in English occuring in the papers handed in by their students as it is the duty of English teachers to correct palpable errors as to facts, whether of history, of science, or what not, in all English papers. It may be answered that both English and non-English teachers would often run across errors that they know not how to correct. In that case, they should hasten to find out from book or from teacher. Nor would the labor of learning be great for the non-English teacher, for, as a brilliant friend of mine, not a teacher of English, remarked the other day: "The English question will be settled as soon as schools and colleges demand of the teacher of every subject the ability to write a decent paragraph." If superintendents and presidents would insist that non-English teachers take account, to the limit of their ability, of the palpable errors in composition occurring in all papers received by them, the battle would be more than half won. And it is a pleasure to say that I know some teachers who, without any such request, have for years given precisely this sort of magnanimous assistance to their English colleagues.

It may be that some of my hearers are saying, "Instead of entitling his talk 'The Incidental Teaching of English,' he should have called it 'The Everlasting Teaching of English.'" And in a sense they would be right. I am pleading for the continual seizing of each opportunity to instill in ourselves and in our students high ideals concerning thought and expression and for crystallizing these ideals as early as possible into life-long habits. In so doing I am following, I believe, the dictates of common sense and of the most recent and trustworthy psychology. Does not Professor James,* of

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**Talks to Teachers on Psychology, and to Students on Some of Life's Ideals*, Henry Holt and Co., New York, 1899, p. 65.

Harvard University, tell us that the Duke of Wellington was right in declaring that habit is, not second nature, but "ten natures"? Mr. James continues: "The great thing in all education is *to make our nervous system our ally instead of our enemy.** It is to fund and capitalize our acquisitions, and live upon the interest of the fund. *For this we must make automatic and habitual, as early as possible, as many useful actions as we can,* and as carefully guard against the growing into ways that are likely to be disadvantageous. The more of the details of our daily life we can hand over to the effortless custody of automatism, the more our higher powers of mind will be set free for their own proper work."

My plea is, however, not simply that as teachers and as students we crystallize our highest ideals into habits, but also that we have as few lapses as possible in these habits when formed. To some this seems too exacting; but, if held up as an ideal to be striven for rather than a command to be followed, it is, again, but the dictate of common sense and of psychology; for, as Professor James† rightly says, "Each lapse is like the letting fall of a ball of string which one is carefully winding up: a single slip undoes more than a great many turns will wind again. Continuity is the great means of making the nervous system act infallibly right." For such continuity of training in English I pleaded long before the appearance of Professor James' book, being driven thereto by by own bitter-sweet experience; indeed, I never read this particular work of his, *Talks to Teachers on Psychology,* until all of this paper was written except this concluding section. I need scarcely add that I am delighted to find my own experimental conclusion confirmed by so distinguished a psychologist.

To sum up my argument in the terms of Professor James's simple but instructive figure: I advocate the tactful winding of the English ball, whether of grammar, of composition, or of literature, not only at the stated periods set therefor, but on all appropriate occasions that present themselves, especially in letter-writing, in note-taking, in recitations, and in examinations, not only in

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*Throughout the quotation the italics are the author's, not mine.

†*L. c.*, p. 67.

English, but in all subjects. And I oppose the witting unwinding of the ball at any time, unless it be in a pinch like that of Penelope.

THE COOPERATIVE SOCIETY OF THE UNIVERSITY OF TEXAS*

BY H. Y. BENEDICT, PH. D., PROFESSOR OF APPLIED MATHEMATICS

An account of the beginnings and progress of the so-called "college book stores" would form an interesting chapter in a history of the cooperative movement in the United States. At most of the larger colleges and universities of this country these stores are to be found in successful operation, and they have failed in very few places.

The precise details in the organizations of these cooperative college stores vary from college to college. Practically all of them publish full accounts of the business done, resembling banks in this respect. In general their object is not to make as large a profit as possible, but to furnish student supplies as cheaply and conveniently as possible. In most cases there is no capital stock, and consequently no stockholders getting dividends on their stock. All the profits that are made go either as additions to assets or as rebates to those who buy goods at the store.

The Yale Cooperative Society has its business so accurately adjusted that a year or so ago it added to its assets less than $100 on a business of about $70,000. The Harvard Cooperative Society, which is by far the largest of its kind in America, last year did a business of $304,724, on which it made a gross profit of $59,511. The expenses of running the business were $40,144; depreciation and other items amounted to $3,974, so that a net profit of $15,393 was made. Of this net profit, $14,942 was paid in dividends to the members of the society, who bought goods from the society to the amount of $186,774. The number of members was 2,479, about half of the students and faculty of Harvard in Cambridge. Each member therefore got a rebate of 8 per cent. on all the goods purchased by him from the society. Anyone con-

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*Reprinted from *The Texas Cotton Journal* of December 30, 1908.

nected with Harvard can become a member by paying an annual fee of $1. As additions to assets only $451 was carried forward, exclusive of payments on the building, which they bought recently. The sales of the Harvard store average about $60 per student, but the store sells not only books and stationery, but furniture, fuel, clothes, etc. The sales of the Texas Cooperative Society are about $20 per student, but it sells only books and stationery and a few miscellaneous articles.

Previous to 1896, the business of supplying books to the students of the University of Texas was in private hands and underwent many changes and vicissitudes needless to relate here. In order to get rid of some of the loss involved in private management, the Cooperative Society of the University of Texas was organized in June, 1896, and began business the following September when the University opened.

To start the Society some $600 was subscribed by the students and faculty. At the beginning, therefore, the Society had no experience of the book and stationery business and had practically no assets. Dr. W. J. Battle, now Dean of the Main University and Professor of Greek, was elected President and plunged into the matter with great zeal. He purchased books and stationery during the summer, and in the fall the business was begun. Bills from the publishers and jobbers came in faster than the sales; Dr. Battle paid the bills himself, and very shortly the Society was indebted to him for some $2000. To add to his difficulties a little friction with the local retailers arose, but this soon practically disappeared. The Society prospered, the $2000 was paid, and the Society began to have some assets. After seven years of service without salary, Dr. Battle resigned his presidency, leaving the Society on a sound basis. During the seven years the Society had sold about $66,438 worth of goods at very reasonable prices, had accumulated stock and cash to the extent of nearly $6000, and had paid rebates to members amounting to $350. The total salaries paid for the first seven years amounted to $2231.33.

Dr. Battle's retirement left the Society in a most peculiar and amusing position from a legal point of view. He had gone to Europe and left these assets in the care of his successor for the benefit of future students of the University. As he was convinced

that he did not in any sense own these assets, he could not pass them over legally to any one else. So he simply retired and ended his connection with the whole enterprise. At this point learned lawyers were consulted, but paid no fees, and they said that the situation was most peculiar and the like of it had never been seen before by them. Very often, they said, several persons could be found, each claiming the same property, but never before had they seen a substantial bit of assets without any owner whatsoever.

To remedy this extraordinary and amusing state of affairs the Society was incorporated. In place of fleeing to New Jersey or South Dakota to get a charter, it took out a Texas one. Its charter is, however, such a one that the genuine octopus corporation such as we read of in the magazines would not have the charter as a free gift. The charter of the Society provides that its accounts shall be as public as possible.

By its charter the property of the Society is under the control of a board of seven trustees, elected annually. These trustees hold the property as a trust fund for the benefit of the students of the University. In case of the dissolution of the corporation its property is to pass into the control of the Board of Regents of the University. The President of the University is, *ex officio,* a member of the board of trustees. A student from each of the Departments of Arts, Law, and Engineering, and a member of the voting faculty of each of these departments constitute the remaining trustees. The board of trustees are what are called the active members of the Society; they are elected by the passive members described below.

A few extracts from the charter and by-laws may not be without interest.

Purpose.—"To supply the students and faculty of the University of Texas with books, stationery, athletic goods, and other suitable student supplies at the lowest prices consistent with good business methods and the continued existence of the Society."

Duty of Trustees.—"It shall be the duty of the board of trustees * * * to furnish * * * written, and if need be, sworn reports giving the exact assets and liabilities of the Society, along with other suitable data concerning its business."

Capital Stock.—"No capital stock shall be issued * * *."

Passive Members.—"The passive members of the Society shall consist of all persons actively connected with the main branch of the University at Austin, who shall sign the membership book of the Society and pay an entrance fee of $1. Passive membership is subject to the following regulations:

"(a) It can be acquired only between the 15th of September and the 15th of April.

"(b) It expires automatically upon the July 1st next succeeding.

"(c) It may be resigned any time between the 15th of September and the 10th of June. The membership fee is returnable upon demand on the date of resignation of membership.

"(d) If held at the time of the meeting it entitles the holder to vote at the annual meeting of the Society in January.

"(e) * * * It shall entitle the holder to participate in the annual rebate."

Profits.—"The net profits of the Society during the year previous shall be estimated by the President about May 20th, which estimate shall be communicated to the board of trustees about the first day of June. These net profits shall be added in part to the assets of the Society, and in part shall be divided among the passive members in proportion to the amounts purchased by them. This division into two parts shall be determined from year to year by the trustees, acting upon the advice of the President."

The passive members elect the seven trustees, who in turn, elect the president, the treasurer, and the manager of the Society. Subject to the general control of the Board of Regents, which Board has the right to direct the operations of the Society as it sees fit, the board of trustees has complete control of the business. Practically, however, it is the president and manager who attend to the details of the management, but they are directly responsible to the board of trustees, which in turn is responsible to the Board of Regents of the University.

Since the beginning of the Society, the Board of Regents has allowed it to occupy a long and narrow space under the steps which lead to the Auditorium in the Main Building. As its business has increased, it has made more and more use of a waste space which exists between the ceiling of the Library below and the floor of

the Auditorium above, this space being formed by the sloping floor of the Auditorium. In this space, only six feet high, lighted by windows so small and few in numbers that on the brightest days the titles of books on the shelves can scarcely be read without artificial light, the Co-op. has lived and even flourished. These miserable quarters, absolutely unfit for a class room, but which are the best that an appreciative Board of Regents have been able to give, have been rendered habitable by improvements which have been built in from time to time at an aggregate cost to the Society of nearly $800.

A serious difficulty now confronts the Society. The floor of its store room is the ceiling of the Library, which ceiling has supporting beams designed to hold only the ceiling below and not the stock of books and stationery above. To avoid the possibility of the descent of the Co-op. with all its belongings into the Library below, great care is exercised in arranging its stock so as to get most of it near the pillars that support the ceiling of the Library.

The reports of the Society, published annually in the University *Record* and *The Texan* (the student paper) show that since the beginning of the Society in 1896, its total sales have amounted to $203,614.33, to Dec. 5, 1908. During the session of 1907-08 the total sales amounted to $33,101.58, and on these sales a gross profit of $5540.03 was made, an average profit of about 17 per cent. The salary item amounted to $2234.95, less than 7 per cent of total sales. The salary of the manager is 3½ per cent of total sales; the other salaries are for student clerks, president, and treasurer. There were 406 members, to whom rebates amounting to $294.90 were paid, so that each member, on the average, got his dollar back and about 72 cents besides. Other expenses, such as taxes, insurance, license, depreciation, maintenance, and running a mail service to catch the night trains for the benefit of the University public, brought the net profits to $1931.04 for the year, and this sum was accordingly added to the permanent assets of the Society.

As stated above, the average gross profit is about 17 per cent on all sales. The profit on the books sold is less than this; on small express shipments there is frequently a loss. On the other hand, on sundries, such as pennants, jewelry, flags, fountain pens, etc.,

the profits are larger. Of this 17 per cent of gross profits, about 1 per cent goes back as rebates to the members, 9½ per cent is spent for running expenses, 6½ per cent goes as additions to assets. As far as comparisons have been made with other college co-operative stores, this showing is a good one. Thus the Harvard Co-op., which, being the largest, is a sort of standard, makes a gross profit of about 19 per cent, of which it returns 5 per cent in rebates to its members, leaving a net profit of about 14 per cent. Of this 14 per cent, 13 per cent goes for running expenses.

The 6½ per cent added to assets is perhaps too large, and it is possible that the prices charged can yet be further reduced or else the rebates to members increased. It is of course desirable for the Co-op. to have ample assets so that the business can be run on a cash basis and all possible advantage taken of cash discounts of the dealers. The cramped quarters in which the Society has been forced to conduct its business have forced the management to look forward to the expenses involved in making a change. For this reason the amount proper to add to the assets is very difficult to determine.

In August the assets of the Society were as follows:

Stock as per inventory at cost	$ 7,510 53
Accounts receivable	891 28
Loans	1,632 50
Certificates of deposit	3,000 00
Cash with treasurer	192 12
Due from publishers	26 12
Total assets	$13,252 55
Membership fees outstanding	27 00
Net assets	$13,225 55

These assets require a word or two of explanation.

Any stock inventory is unreliable, especially one that contains a lot of text-books, which die rapidly and when dead are very, very dead. Many books are returnable to the publishers, but many are not, and the loss from dead books is considerable, certainly 1 per cent of total sales. It is, in fact, a part of the duty of the

Co-op. to lose money on books, for it is a part of its duty in order to facilitate the work of the classes in the University, to have on hand a sufficient number of books. Classes vary so much in size that it is difficult to tell how many books to order, and the business is such that it could scarcely be run on a competitive basis, unless very large prices were charged. It is possible that at least a third of the stock now on hand will never be sold, though stock is charged off as soon as it is positively known that it is dead. Hence the inventory item in the assets is too large.

The accounts receivable are accounts due the Society by the University itself or by persons permanently employed by the University. It is practically a cash item. Very often, when buying in small quantities from foreign or other dealers who discount for cash, the University makes use of the Co-op. The Co-op. can pay cash for the goods before they arrive, which by State law the University cannot. When the goods arrive, they are turned over to the University by the Co-op. at cost. Goods are not sold on credit to students.

The loan item of $1632.50 is due to loans made to worthy enterprises of benefit to the University public. All of these loans are amply secured and are practically cash items.

It is hoped that the foregoing account of the University of Texas Cooperative Society will be interesting to those who are noticing the cooperative movement in Texas. It has been managed on business principles and has saved the students of the University some money. By employing students as clerks it has enabled many meritorious students to obtain an education. It has also been something of a convenience. It has from time to time aided the University Station of the postoffice, which is not very liberally supported by Uncle Sam. It has maintained branch stores in the Law and Engineering buildings for the convenience of the students in those departments of the University. It is now paying reasonable salaries to its employees, and has, on the whole, been successful. It occupies a very worthy place among the larger cooperative college book stores in the United States.

THE UNIVERSITY

GENERAL NOTES

The Work of the Term

The term just past has not been devoid of interest. To begin with, there were a new President and a new Dean. True, neither was new to the University, but how they would deport themselves in their new positions was not clear. The success of the term's work is the best commentary on their administrative capacity. In the next place, the increase of the minimum of admission requirements from eight to eleven units came into effect first this fall. The result was just what was foreseen. Instead of being larger than the preceding year's class, as has been the case for several years, the Freshman class was somewhat smaller this year, in the College of Arts and in the Department of Engineering. A good many candidates for admission could not present the additional units, and many were even frightened away by the very thought of them. But there was another cause, too, for the decrease—hard times. This cause did not operate directly to any great extent, perhaps, but the stoppage of railroad extension and the lessened activity in all industrial lines threw so many engineers out of work that engineering did not look nearly so attractive as it had looked for several years. The Law Department, on the other hand, shows an increase. The fame of the new building probably had something to do with this, but the desire to anticipate the requirement of a year of college work for admission announced for the fall of 1909 undoubtedly had more. Whatever the cause, the Junior Class was the biggest ever known, over two hundred strong, far more than filling the seats provided for in the new Junior room.

This brings up the next point of interest—the new Law Building. It was occupied, though still not fully furnished, with the opening of the term, the books, etc., of the Department having been transferred from the Main Building just at the close of vacation. The building proves convenient, if not perfect, and sufficiently spacious and handsome to inspire in its denizens a feeling of pride and solicitude for its protection. Besides the Law Department, the School of Public Speaking and the Men's Literary Societies have found a home in the new building, at least temporarily. The rooms in the Main Building thus vacated have been given two to Botany, one to Zoology, two to Physics, and a series of shifts has added a reading room to the Library, an office to the School of English, and a work-room to the Y. W. C. A. The Main Building is, of course, less crowded than before, and so more orderly and less noisy.

Registration week was as usual a trial to everybody. The system of registration worked better than before, but there is still room for improve-

ment. The chief difficulty is that students have not carefully thought out their plans before going to the registration committees, and much time is lost in consequence. The worst congestion was in the Dean's office. Pretty much everybody seemed to want something of the Dean, and his precincts were jammed from early till late. He was driven to appointing a sort of sub-Dean, and then another, and another, till finally he had five!

The admission examinations this year were under the direction of Dr. Killis Campbell. Dr. Campbell has since been made chairman of the new standing committee on Admission Examinations. On his recommendation, the dates of the admission examinations have been set two days earlier, beginning on Monday instead of Wednesday, so as to enable the papers to be read and reports handed in before the last day of registration.

The class work of the term was rather better than before. The higher preparation of the Freshman class was a factor, and there was very little sickness. Moreover, a change in administration by which the oversight of the work of students in Engineering was definitely transferred from the Dean of Arts to the Dean of Engineering enabled closer attention to be given to the students of both Departments.

But even so, not every student was duly diligent, and the term grades showed that it was advisable for some fifty-odd students not to return to the University for the rest of the session.

After the second week the term was marked by unusually good order. At the beginning of this week a number of students broke up a Freshman meeting called and conducted by the Dean. Three of the leaders were suspended. They were all prominent and popular, and to secure their reinstatement several hundred of their friends and admirers undertook to take no part thereafter in rushes within the buildings, and in general to maintain due order and decorum there. The President in response to these representations restored the suspended students. The result justified his action. No term in years has been so free from troubles of any kind.

Of interruptions to the regular routine there were two in particular. The first was the excursion to Houston for the football game with A. & M. Nearly half the University went, and practically all A. & M. was there. Houston entertained royally, and the trip as a whole was much enjoyed. Only the scrimmage between the halves of the game marred the success of the day, and that after all was not a serious affair. In fact the end of the incident left the University and A. & M. better friends than before.

The second interruption was the Quarter-Centennial Celebration of the 25th and 26th of November. Of this, the most notable event of recent years in the history of this institution, an account appears elsewhere in this *Record*, and a special issue contains the addresses then delivered. Let it suffice here to say that there was a stirring of alumni love for *Alma Mater* as never before, to the mutual joy of mother and children, and let us hope their profit as well.

The following table will show the comparative enrollment for two years:

Main University.	1907-8 (Whole Year)	1908-9 (To Dec. 10)
College of Arts and Department of Education..	953	837
Department of Engineering.....	329	260
Department of Law.....	314	355
	1596	1452
Less names repeated.....	39	0
Total.....	1557	1452
Medical Department.		
Medicine	199	206
Pharmacy	48	56
Nursing	33	30
Total.....	280	292
Grand total in whole University.....	1837	1744

A Calendar of the Fall Term at Austin

September 23-26: Registration days.

September 26: College night and Y. M. C. A. reception in the Auditorium.

September 28: Classes begin.

October 2: Glee Club organizes.

October 3: Opening exercises of the men's literary societies.

October 5: Freshman Class organizes.

October 10: Texas plays T. C. U., 11-6.

October 15: Y. M. C. A. and Y. W. C. A. give a picnic.

October 16: Meeting of the Board of Regents. Football rally in the Auditorium.

October 17: Texas plays Baylor, 27-5.

October 20: Meeting of the Women's Council. Meeting of the Students' Association.

October 23: Presentation of the Ashbel Window.

October 24: Texas plays Colorado College, 0-15.

November 2: Texas plays Arkansas, 21-0.

November 5: Texas plays Southwestern, 9-11.

November 9: Excursion to Houston. Texas plays A. & M., 24-8.

November 13: Meeting of Texas Academy of Science. Texas plays Oklahoma at Norman, 0-50.

November 18: Texas plays Tulane, 15-28.

November 25: Celebration of the University's Quarter-Centennial. Installation of President Mezes. Alumni barbecue in Wheeler's Grove. Con-

ference on Education in Texas. Smoker by the University Club in honor of visiting alumni and guests; *Conversazione* for ladies. Law reception. Engineers' reception.

November 26: Thanksgiving Day, a holiday. Dedication of the Law Building. Texas plays A. & M., 29-12. Concert in Auditorium. Informal reception by President Mezes.

December 4-5: Inter-Society preliminaries for annual debate.

December 6: Death of Judge J. B. Clark. Address of W. J. Bryan before the Y. M. C. A.

December 8: Funeral of Judge Clark.

December 12: Leap-Year edition of *The Texan* appears.

December 16: Fall Term examinations begin.

December 23: Christmas recess begins.

At no time since 1899 have there been so many changes in the Faculty of the University as there were with the coming of the present session.

Changes in the Faculty

First of all, there was the resignation of President Houston, now Chancellor of Washington University, and the election to succeed him of President Mezes, for several years past the Dean of the College of Arts. The promotion of Dean Mezes to the Presidency left vacant the office of Dean, and to fill that vacancy Dr. W. J. Battle, Professor of Greek, was appointed. Dr. Battle had already paved the way to this honor by his service as Dean *ad interim* during the second half of last session in the absence of Dean Mezes.

Of last year's full professors the only loss was that of Professor Montgomery, for several years head of the School of Zoology. Professor Montgomery left Texas to assume a professorship in his *Alma Mater*, the University of Pennsylvania. Other losses were Miss Rucker, Instructor in Zoology, who is now a student of medicine at Johns Hopkins University; Mr. J. E. Winston, Instructor in History, who is now in Austin College; and Mr. B. F. Sisk, Instructor in English, who has taken up work in the public schools. Among those on leave of absence are Professor Porter, of the School of Mathematics, who is studying in Paris; Professor Villavaso, Adjunct Professor of French, who is studying at Johns Hopkins University; Miss Bailey, Instructor in Physics, also at Johns Hopkins; Mr. C. W. Hill, Tutor in English, who is studying at Harvard; Mr. S. P. Finch, Instructor in Civil Engineering, who is now at Massachusetts Institute of Technology. Miss Casis, Professor Bolton, Dr. Barker, and Mr. Baskervill, who were on leave of absence last year, are back again this year.

Among the additions to the staff of teachers are Dr. A. S. Johnson, Professor of Economics, who comes from the University of Nebraska; Dr. F. D. Heald, Professor of Botany, also from the University of Nebraska; Dr. H. H. Newman, Professor of Zoology, who comes from the University of Michigan; Dr. F. E. Farrington, Associate Professor of

Observation and Practice, formerly a member of the faculty of the University of Californa; Dr. J. T. Patterson, Instructor in Zoology, formerly one of the corps of instructors in the University of Chicago; Dr. C. S. Yoakum, Instructor in Philosophy, a recent graduate of the University of Chicago; Dr. H. T. Parlin, Instructor in English, a recent graduate of the University of Pennsylvania; Dr. C. L. B. Shuddemagen, Instructor in Physics, a former student of the University of Texas, but a recent graduate of Harvard University; and Messrs. J. Hinds and L. C. Wagner, Instructors in Civil Engineering, both graduates of the University of Texas in the class of 1908. Other additions are E. H. Jones, Tutor in Mathematics; F. A. Wolf, Tutor in Botany; E. L. Edwards, Tutor in Zoology; Miss Louise Spaeth, Tutor in German; Miss Edith Symington, Tutor in Latin and Greek; H. C. Weaver, Tutor in Electrical Engineering; and W. B. Duncan, Storekeeper in Chemistry.

At the meeting in June the Board of Regents made the following promotions in rank: Associate Professor Ellis to be Professor of Education; Adjunct Professor Bolton to be Associate Professor of History; Adjunct Professor Casis to be Associate Professor of Spanish; Instructor Rice to be Adjunct Professor of Applied Mathematics; Instructor Griffith to be Adjunct Professor of English; Instructor Barker to be Adjunct Professor of History; Instructor Rowe to be adjunct Professor of Mining Engineering; Tutor Potts to be Instructor in Political Science; and Tutor Kean to be Instructor in Philosophy.

The New President

There has been another turn of the wheel, and again the University has a new President. It is needless to say that, altogether independently of the character and competency of him that goes or of him that comes, such frequent changes in the most important office of the institution are not conducive to its welfare. In this case, the general opinion is that the University has lost one good executive and gained another. Entirely aside from this, however, and especially in view of the fact that it has already had five Presidents since the office was created in 1895, it is sincerely hoped that the RECORD will have no similar announcement to make for many years to come.

Sidney Edward Mezes, the recently elected President, was born in California in 1863. He took the degree of B. S. at the University of California in 1884, and degrees from Harvard as follows: A. B. in 1890; A. M., 1891; Ph. D., 1893. In 1892 he became a docent at the University of Chicago, and in 1894 Adjunct Professor of Philosophy in the University of Texas. In 1897 he was made Associate Professor of Philosophy; in 1900, full professor; and in 1902, Dean of the Faculty of the Main University. On the resignation of President Houston in the summer of 1908, Dr. Mezes was elected to fill the vacancy. He was then in Europe on leave of absence. Most of the professors, including all that could be conveniently communicated with, immediately sent him a cablegram urging him to ac-

cept. He did so, cut short his stay in Europe, and returned promptly in order to assume the duties of the office.

How much Dr. Mezes has had of the kind of experience that a university President needs can best be inferred from the summary which has been given of his record for the last seventeen years. In addition, however, to his activities as teacher and administrator he has done important work, both as a contributor to magazines and as the author of a treatise on ethics, in the field of productive scholarship.

Dr. Mezes has come to the headship of the University just at that biennially recurring season when the resources and energy of the President are always taxed to the utmost, i. e., when the needs of the institution must be presented to the Legislature and appropriations obtained to meet them. It would be difficult for those who are not familiar with the inner life of the University and its relations to the State government to understand the duties laid upon him now, the demand upon his energy, and the anxieties which beset him at every turn. And there are meanwhile many other weighty matters to engage his attention, such as the filling of important vacancies, proposed readjustments of the University organization and expansion of its work, and the best way of using its available resources for the attainment of the objects it must serve. This is not the place to speak of the nature or effectiveness of his methods. It is enough to say that he has the confidence and cooperation of the Faculty, who feel assured that his efforts will be crowned with the desired results.

G. P. G.

The New Dean of the College of Arts

To succeed Dr. Mezes as Dean of the College of Arts, the Regents elected Dr. William James Battle, Professor of Greek in the University since 1898. This action occasioned no surprise in the University community, since it was realized by every one that Dr. Battle was by temperament and by training the best equipped man for the position. His father, Kemp Plummer Battle, was for many years President of the University of North Carolina, in the faculty of which institution there have been three generations of the Battle family, serving continuously for almost seventy years. From that University W. J. Battle was graduated with the A. B. degree in 1888. After teaching for a few years he went to Harvard University for further study in the ancient languages. There for two years he held the Morgan Fellowship, and received the Ph. D. degree in 1893. He was elected Tutor in Latin at the University of Chicago the same year, but resigned to become Associate Professor of Greek in the University of Texas. Five years later he was promoted to a full professorship. During the absence of Dr. Mezes in Europe in the Spring Term last year, Dr. Battle was Acting Dean, and the efficiency which he then showed in the office, made his permanent election to it a matter of course. In him are united unusual executive ability and an amount of energy and industry that is equalled by few of his associates in the faculty. Besides,

an untiring service of many years to the University, especially on the administrative side, rendered him worthy of the promotion which has come. R. A. L.

NEW INSTRUCTORS

Frederic DeForest Heald

Frederic DeForest Heald, Professor of Botany in the University of Texas, was born in Midland City, Michigan, July 23, 1872. His early education was received in the public schools of his native town; later he attended the preparatory department of the University of South Dakota, at Vermillion, completing the course in 1891. He now entered the University of Wisconsin, at Madison, from which he was graduated in 1894 with the degree of Bachelor of Science. Two years later he received from his *alma mater* the degree of Master of Science. The following year was spent at the University of Leipzig, Germany, from which he received the degree of Doctor of Philosophy.

In the educational field Dr. Heald's experience is as follows: from 1894 to 1896, Fellow in Botany at the University of Wisconsin; from 1897 to 1903, Professor of Biology in Parsons College, Fairfield, Iowa; from 1903 to 1905, Adjunct Professor of Plant Physiology in the University of Nebraska; from 1905 to 1908, Professor of Agricultural Botany and Botanist to the Experiment Station, University of Nebraska. Dr. Heald has also filled two important positions not strictly educational: from 1907 to 1908 he was State Botanist, and at the same time Associate Chief of the Nebraska State Insect Pest and Plant Disease Bureau.

The publications of Dr. Heald include a *Revision of Keys to Genera and Species of North American Mosses*, by C. R. Barnes, 1897; a *Laboratory Manual in Elementary Biology*, 1902; reports and bulletins issued by the Nebraska Experiment Station; and numerous articles contributed to scientific journals.

Dr. Heald is a member of the Sigma Chi Honorary Scientific Society. He is also a Fellow of the American Association for the Advancement of Science, and a member of the Association Internationale des Botanistes, the American Naturalists, the Central Naturalists, the American Forestry Association, and the American Microscopical Society. F. W. S.

Horatio Hackett Newman

Horatio Hackett Newman, our new Professor of Zoology, was born in 1875 near Seale, Alabama, on the plantation of his maternal grandfather. He is the son of Albert Henry Newman, D. D., LL. D., a Church historian of repute, now professor in the Southwestern Baptist Theological Seminary (Waco, Texas), and Mary Augusta Ware.

Though Southern by birth and parentage, Dr. Newman is Northern and

Canadian by youthful association and education. When he was about three years of age, his parents moved to Rochester, N. Y., where his father became first a graduate student, then Professor of Oriental Languages in Rochester Theological Seminary. Four years later his father became Professor of Church History in McMaster University, at Toronto, Canada, which place was for a number of years thereafter the family home. Here it was that Professor Newman (the younger) received his preparatory and collegiate training and began his graduate work.

His academic career, both as student and teacher, is set forth in the last Report of the Board of Regents of the University of Texas in the following terms:

"B. A., McMaster University, Toronto, 1896; Graduate Student Biological Department, University of Toronto, 1896-1897; Instructor in Zoology and Latin, Des Moines College, Des Moines, Iowa, 1897-1898; Fellow in Zoology, University of Chicago, 1898-1900; Instructor in Biology and Chemistry, Culver Military Academy, Culver, Indiana, 1900-1904; Fellow in Zoology, University of Chicago, 1904-1905; Ph. D., University of Chicago, 1905; Instructor in Zoology, University of Michigan, 1905-1907; Assistant Professor (elect) of Zoology, 1907; Instructor in Zoology, Woods Hole Marine Biological Laboratories, 1906; Instructor in Physiology, ibid., 1907; Professor of Zoology, The University of Texas, 1908—."

Dr. Newman has always taken an active interest in athletics. As a student he played football, and subsequently he coached the game for several seasons. But he excels chiefly in aquatic sports, especially swimming, at which he has won a number of contests. Several summers in the north woods of Ontario have added to his accomplishments that of woodcraft.

On August 1, 1907, Dr. Newman was married to Miss Isabel Marshall, of Toronto, Canada. They have one child, Elizabeth Ware, who was born at Austin, September 28, 1908.

Dr. Newman is a member of the Sigma Chi fraternity, associate of the Phi Chi Medical fraternity, and secretary and treasurer (elect) of the Central Branch of the American Society of Zoologists. To the literature of Biology he has contributed the following papers:

"The Significance of Plate and Scute Abnormalities in Chelonia," *Biological Bulletin;* "The Permeability of the Egg Membrane to the Sperm," *Ibid;* "The Habits of Certain Tortoises," *Journal of Experimental Psychology and Neurology;* "On the Respiration of the Heart, with Special Reference to That of Limulus," *American Journal of Psychology;* "Spawning Behavior and Sexual Dimorphism of Fundulus Heteroclitus and Allied Fish," *Biological Bulletin;* "The Process of Heredity as Exhibited by the Development of Fundulus Hybrids," *Journal of Experimental Zoology;* "A Significant Case of Hermaphroditism in Fish," *Biological Bulletin.*

H. E. B.

Frederic Ernest Farrington: Education

Frederic Ernest Farrington, the newly elected Associate Professor of Observation and Practice in the Department of Education, was born in Waltham, Massachusetts, in 1872. He prepared for college in his home town, graduating from the Waltham High School in 1890, and the same year he entered Harvard University. Four years later he received the Harvard A. B. The next seven years he spent in teaching,—first, in the Waltham High School, and later in the Collegiate School, New York City. In 1901 he entered Columbia University, holding during that year a Fellowship in Education in the Teachers' College, and taking at the end of the session the Columbia Master of Arts. The following year he held Columbia's International Fellowship for Study in France, studying also during the summer of 1902 at Jena. During the year 1903-04, he was director of Neighborhood Work in Speyer School, Teachers' College. At the same time, he continued his studies toward his degree of Doctor of Philosophy, which was conferred on him by Columbia University in June, 1904. He comes to the University from the University of California, where he has been Assistant Professor of Education since 1904. He was on leave of absence in Paris during the past year.

Among Dr. Farrington's publications are the following: "The French and German Elementary Schools," in *Proceedings of the National Educational Association*, 1904; "The Public Primary School System of France," 1906; "The Equipment of the School Principal," in *Educational Review*, January, 1908; "Abnormal Children," in *Proceedings of the National Educational Association*, 1908.

John Thomas Patterson: Zoology

John Thomas Patterson, who succeeds Miss Rucker as Instructor in Zoology, was born in 1878 at Piqua, Ohio. He prepared for college in his native town, and in 1899 entered the University of Wooster, where, after four years of study, he received the B. S. degree. For the next two years he was Professor of Biology at Buena Vista College. This position he resigned in 1905 to become Assistant in Zoology in the University of Chicago, which he held until called to the University of Texas. During the summer of 1906, Dr. Patterson held the Woods Hole Scholarship in Zoology from the University of Chicago. He received his degree of Doctor of Philosophy *(summa cum laude)* from the University of Chicago last June.

Dr. Patterson is a member of Sigma Chi and of Phi Beta Kappa. He was married in 1906 to Miss Alice J. Tozer, of Cleveland, Ohio, and has one child, a daughter. He has published the following articles:

"The Order of Appearance of the Anterior Somites in the Chick," *Biological Bulletin*, Vol. XIII; "On Gastrulation and the Origin of the Primitive Streak in the Pigeon's Egg," *Biological Bulletin*, Vol. XIII; "Amitosis in the Pigeon's Egg,"*Anatomischer Anzeiger*, Band XXXII; "A Microscope-Stage Incubator," *Biological Bulletin*, Vol. XIV; "Gastrulation in the

Pigeon's Egg—A Morphological and Experimental Study" (dissertation), *Journal of Morphology*, Vol. XIX; "An Experimental Study on the Development of the Vascular Area in the Chick Blastoderm," *Biological Bulletin*, Vol. XVI.

Clarence Stone Yoakum: Philosophy

Clarence Stone Yoakum was born in Leavenworth county, Kansas. His common school training he received in the schools of his native county. The years 1897-1899 he spent in teaching. During the summer of 1899 he began a four-years course at Campbell College, Holton, Kansas, where he completed in 1901 the work prescribed for the B. S. degree. At the same time he was elected Assistant in English for the following year. This year, in addition to his work as Assistant, he completed the special work required for the B. A. degree. The summer of this year he spent at Chicago, preparing for the instructorship in Philosophy and Education newly assigned him. The spring of the year 1903 saw the Corporation of Campbell College dissolved and the school placed under church control. Dr. Yoakum again started to Chicago. Late in August of this year he was elected Instructor in Science at the Hiawatha Academy, Hiawatha, Kansas. He remained here two years, resigning the position to return to the University of Chicago in the summer of 1905.

Dr. Yoakum was Fellow in Psychology in the University of Chicago for two years and Assistant in Psychology during the summers of 1907 and 1908. He was elected to the Society of Sigma Xi in the spring of 1907 and to Gamma Alpha, a science fraternity, in February, 1908. He received the degree of Doctor of Philosophy in June, 1908. His thesis, *An Experimental Study of Mental Fatigue*, will appear shortly in monograph form. A second paper, *A Note on Squirrel Behavior*, will appear in the April Number of the *Journal for Comparative Neurology and Psychology*.

Hanson Tufts Parlin: English

Hanson Tufts Parlin, the only addition to the corps of instructors in English for the present session was born at Leadville, Colorado, November 7, 1879. He received his early education in the public schools of Denver, completing his preparatory course at the East Denver High School in 1899. In 1900 he entered the University of Colorado, and continued his collegiate work at that institution until the required work for his B. A. degree was completed in 1904. In his junior year, Dr. Parlin was elected to the Senior Honor Society of Pi Epsilon, and in his senior year to the Phi Beta Kappa fraternity. During his college course, he held a permanent place on the cataloguing staff of the University Library, and devoted the entire summer vacation for three years to this work, with the intention of becoming a professional librarian. Upon receiving his Bachelor's degree, however, he decided to take a higher degree, and resigned his place on the

library staff to devote his entire time to graduate study. During the academic year 1905-1906, he held an Assistantship in German in the University of Colorado, giving regularly a course in Sophomore German. In 1906, he received his Master's degree. At this time, he was tendered the place of Assistant Librarian in the University library, but declined it to accept a Harrison Fellowship in English at the University of Pennsylvania. He held this Fellowship during the next two years, and received at the last Commencement of the University of Pennsylvania his Ph. D. degree. His dissertation is entitled *The Ball, a Comedy by George Chapman and James Shirley*, being a reprint with an introduction and notes from the quarto of 1639.

Conrad Louis Benoni Shuddemagen: Physics

Dr. C. L. B. Shuddemagen, who was called by the Board of Regents last spring to be Instructor in Physics, was born at Black Jack Springs, Fayette county, Texas, on September 5, 1879. His early training was secured in the common schools of Fayette county and in the Gonzales high school. In 1902 he entered the University of Texas, and three years later he was graduated with the B. S. degree. He continued his studies in the University during the next two years, holding meanwhile the Evans Fellowship in Physics, and receiving the M. S. degree at the end of this time. In the fall of 1904 he entered Harvard University. There he held during his first year a Thayer Scholarship, and during the next three years the Whitney Fellowship in Physics. He was given the degree of Ph. D. by Harvard at its last Commencement. About the same time he was elected to a John Tyndall Fellowship, but this he resigned upon receiving his call to Texas. Dr. Shuddemagen published in the Proceedings of the American Academy of Arts and Sciences in 1907 an article entitled *The Demagnetizing Factors for Cylindrical Iron Rods*, and he has recently published in the same place an article entitled "The Properties of an Aluminium Anode," written in colloboration with Mr. H. W. Morse. While at the University of Texas he distinguished himself as a member of the Track Team, winning the mile run from Vanderbilt in 1904, when the University of Texas won the Southern Intercollegiate championship.

Louis Clement Wagner: Civil Engineering

Louis Clement Wagner was born at New Waverly, Texas, in March, 1887. In 1894 his parents moved to Houston, where he received his preparatory training in the public schools. He graduated from the Houston High School in June, 1904, and the following September entered the University of Texas. He was graduated with the degree of C. E. in June, 1908, and was at once appointed to be Instructor in Civil Engineering.

Julian Hinds: Civil Engineering and Drawing

Julian Hinds, the new Instructor in Civil Engineering and Drawing, was born December 22, 1881, in Warrenton, Marshal county, Alabama. In the winter of 1884 his parents came to Texas, settling near Bullard in Smith county. Here Mr. Hinds spent most of his youth. For a part of one year he attended the Omen High School. He entered the University of Texas in 1904. During the sessions of 1906-07 and 1907-08 he was Student Assistant in Drawing. He was graduated with the degree of Civil Engineer at the end of last session.

The Death of Judge Miller

In the death of Clarence Heath Miller on Saturday, November 28, 1908, the University lost one of its staunchest friends and the city of Austin one of its most distinguished and useful citizens.

Judge Miller was born forty-eight years ago in Lynchburg, Va. He prepared for college in the schools of Lynchburg, and in 1880 entered the University of Edinburgh, where four years later he received the degree of Master of Arts. Returning to America he came, through the influence of Professor Garrison, to Texas, and in the fall of 1884 he took up the study of law in the University of Texas. He was graduated with the degree of Bachelor of Laws at the end of two years. He entered at once upon the practice of his profession, and soon attained a position of distinction among the lawyers of Texas.

In 1904 Judge Miller was called to the University as Professor of Law and Dean of the Department of Law. Three years later he severed his connection with the University to resume the practice of law. As Dean and Professor of Law he stood for worthy standards, industrious application, and a rigid adherence to the highest ideals, and in so doing contributed no little to the upbuilding of the University. As a man he was distinguished by the same fidelity to noble ideals, by an unselfish interest in every worthy cause, and by an unfailing kindliness and courtesy to all with whom he came in contact.

The Death of Captain Clark

Those who have attended the University at any time since 1885 will now, when they revisit it, miss the face which during that time has been more familiar than any other to all the students, and which doubtless stands forth in their memory more than all things else as the visible symbol of the inner life of the institution itself. For Captain Clark has at length gone from us, and it was in this wise that he died:

On the afternoon of Sunday, December 6, at about 3 o'clock, he and Mrs. Clark went to hear Mr. Bryan's lecture on "The Prince of Peace" that was to be given in the auditorium of the Main Building. They were among the first to reach the hall. They went forward along the aisle leading directly inward from the west door until they were within a short distance of the stage, and there they chose seats next that aisle on the side towards the

wall; but as Captain Clark was in the act of sitting down he fell unconscious. He was carried immediately to the Regents' room and examined by physicians who were at hand, and it was found that he was dead. He must, in fact, have died instantly when stricken.

The funeral took place Tuesday morning, December 8, at 10:30 o'clock. There was a general desire among the friends of Captain Clark in the University that the exercises should be held in the auditorium; but his family preferred to have them at the house. They were conducted by Reverend Doctors Lowber and Lee, and were simple, but appropriate and impressive. The men of the Faculty and students joined the funeral procession on foot and walked behind the hearse the entire distance to the cemetery. At the grave, the service of the Confederate Veterans was read by Colonel J. H. B. Miller, and an address on the life and character of Captain Clark was made by Chairman Henderson of the Board of Regents. The singers and pallbearers were selected, with one or two exceptions, from the students, and all the arrangements were in keeping with the occasion.

It is safe to say that no man ever attracted to himself the more universal and sincere affection of a faculty and student body than Captain Clark; and this was true not only at the time of his death, but throughout the whole period of his connection with the University, covering nearly a quarter of a century. As one who was intimately associated with him during all these years, who enjoyed his confidence, and who became in a degree familiar with the at home, negligé—so to speak—aspects of his personality, the writer wishes to testify that God made him lovable, and that the tender regard which converged upon him from so many hearts could not have been more natural or more fit. The Class of 1909 is to place at the south entrance to the Main Building a chaste and pleasing stained glass memorial of the beloved dead; but they who look on it in future years will be able to realize but imperfectly what his loss means to us who have known the man himself. G. P. G.

The Quarter-Centennial

In America few are the colleges whose age permits them to celebrate centennials, and in the West a quarter-centennial is quite an event. Though contemplated at an early date by the Fathers of Texas, the University did not open its doors until 1883, when younger states than Texas already had well established universities with long lists of alumni. Starting late and always handicapped by meagre resources which have not allowed legitimate expansion, and which have caused the loss of many able members of the faculty, who have been attracted to other institutions by larger salaries and equipment, the University has nevertheless been able in celebrating this anniversary to look back upon its past with considerable pride and to look forward to its future with great confidence. The University has been faithful to its trust, and as a reward hopes to become within a very few years the peer of any of the great state universities.

During the twenty-five years of its existence, some 1570 degrees have been conferred by the University; and the number of young men and young women who have matriculated since the beginning cannot be far from 9700. Some three or four hundred of these have left Texas, and some two hundred are dead. The remainder, some nine thousand in number, are now living in Texas and, with few exceptions, are leading honorable and useful lives. Many of these ex-students have attained some distinction in public life and in the various professions. In various ways the University has been performing the tasks for which it was created. Through her professional schools she has helped to raise the standard of professional training in Texas; through her summer schools she has had a beneficial influence on the public schools of the state.

Some six hundred of the alumni and ex-students gathered to celebrate the birthday of the University, to dedicate the Law Building, to inaugurate President Mezes. Great efforts were made to secure a complete list of them, but it is thought that scarcely one-half of those present registered. Old graduates were as much in evidence as young ones, and each class was represented in about equal proportion. A list of those who registered is printed in the last number of *The Record.* In the same number of *The Record,* the whole of which is devoted to the "Home-Coming," are published the speeches which were delivered on this occasion: the historical address by Professor Garrison; the address of installation, by Honorable T. S. Henderson, Chairman of the Board of Regents; the address of acceptance, by President Mezes; the introductory remarks of the toastmaster, Professor Benedict, at the barbecue, together with speeches delivered on that occasion by the Honorable T. W. Gregory, Professor J. J. Terrell, Mr. Fritz G. Lanham, and Judge Clark, and a speech prepared for the occasion, but not delivered, by Mr. W. H. Atwell (who could not be present); addresses made at a conference on Education in Texas, held on the evening of the day of the inauguration by Presidents Brooks, Milner, and Bruce, and Superintendent Cousins; and the several orations and addresses delivered in connection with the dedication of the Law Building, by Professor Williston, of Harvard, Judge Lewis, Judge Henderson, and Judge Townes. Among the distinguished guests present from a distance were Professor Adolph Miller, of the University of California; Professor G. C. Comstock, of the University of Wisconsin; Professor Samuel Williston, of Harvard; and the Honorable F. K. Lane, a member of the Interstate Commerce Commission.

The sentiments regarding the University which animated this first great gathering of ex-students were in part obvious and in part difficult of determination. Pride in the growth of the University was evident on all sides, but those who had kept up with the growth of other educational institutions in other States felt that the growth had not been fast enough. Every one wanted to see Judge Clark and to shake his hand. It was felt by all that he was the link that tied together the old and the new. His last public speech, made at the barbecue, will be long remembered

by all present. The desire to meet old classmates was of course universal, and there were many pleasant reunions. Football was a topic of somewhat absorbing interest; and it was clear that many were desirous of avoiding speeches. In fact the desire to avoid as many speeches as possible was not very complimentary to the distinguished speakers, who nevertheless had pretty large audiences.

On looking back over the years since 1883, a few conclusions force themselves upon the mind. The growth of the University has created to some extent a university atmosphere in Austin, and higher education is not such an exotic plant in Texas as once it was. In the early days educational affairs at the University suffered on account of the remoteness of the institution from the great centers of learning. This remoteness still to a large extent continues, but is being modified in the only proper way by the growth in Texas of the number of highly educated men and women. We have always boasted that Texas is an empire in itself—it is the duty of an empire to foster its own civilization. As evidence that Texas is beginning to do this, we may point to the speeches delivered at this anniversary.

A Song of the Olden Time

The following poem, delivered by Miss Jessie Andrews, Ph. M., Instructor in German, before the ladies' *conversazione* given on the evening of November 25, by the ladies of the University in honor of the alumnae and other "ex-co-eds" present at the anniversary celebration, was one of the features of the Home-Coming among the alumnae:

To tell the whole true story
  Of five and twenty years,—
Although a tale of glory
  Might bring us all to tears.

So here's a brief reminder
  Of blessings that are ours,—
Perhaps it may be kinder
  Than Sophomoric flowers.

No order chronologic
  Shall guide our footsteps back,—
We'll jump about at pleasure,
  And sometimes—even "tack."

We learn to know our blessings
  By waiting for them long,—
'Tis true in life, they tell us,—
  True also in our song.

That far-away November—
  How different were its days
From those that shine about us,
  Which we exalt and praise!

And yet those days had blessings—
  We think of them with love,—
In Regents and Professors
  With wisdom from above.

We had no great Main Building,
  But only this west wing—
And round it recollections
  Must always fondly cling.

For even this we waited
  Till that first glad New Year,
When that Old Capitol Building
  We left without a tear.

We had no laboratories
  For months and months, I ween,
But boxed-up apparatus
  Lay waiting to be seen.

No School of Engineering
  Had country scoured and town,—
But "Math" was always splendid
  With clever Dr. Broun.

Our library an infant—
  Of shelves perhaps a score—
Did not call to us loudly,—
  Our text-books called the more.

No towering smoke-stack warmed us,
  That we might sing its praise,—
No heating-plant was ours
  In those old-fashioned days.

We had no Woman's Building,
  No Brackenridge's Hall,
No tournaments, no tennis,
  No "Gym" nor basket-ball.

We had no gay "stunt parties,"—
  We did not know the word,—
No barbecues, no hay-rides,—
  Of picnics we had heard.

Some practiced roller-skating,
  And some still played croquet,—
And some found such diversions
  Superlatively gay.

We had no Varsity Glee Club,
  No Ashbel, no Lanier,—
But Rusk and Athenaeum
  Filled all our atmosphere.

The greatest dissipations
  That many girls enjoyed,
Were joint debates and meetings
  When party strife annoyed.

The Texan had not blossomed,
  The Cactus ne'er had bloomed,
The Magazine, soon planted,
  By R. L. Batts was boomed.

We had no Woman's Council,
  We had no Hallowe'en,
No cap and gown for Seniors,
  Few badges e'er were seen.

There was no band to cheer us,
  No trombone, flute, or drum,—
No Varsity yell to greet us,
  No Auditorium.

No rushing and no hazing,
  Of Engineers or Laws,—
No rescuing of Freshmen
  From cruel Seniors' paws.

We had no football contests,
  But baseball soon was played,
And once a trip to Georgetown
  Disturbed our customs staid.

Of course we had blue-bonnets,
  But no Peripatos,
And no sweet-peas or poppies
  Came peeping up at us.

But fadeless flowers we gathered
  So often, one by one,
From Dr. Waggener's lectures,
  On Burns or Tennyson.

No Christian Associations
  Had come our halls to bless,—
We did not know we needed—
  But needed them no less.

Our own Judge Clark was Regent,
  But far away was he,—
Since then he has been with us,—
  And may he always be!

When our dear Varsity colours
  Had ne'er yet o'er us waved,—
How, then, was College Spirit
  Upon our hearts engraved?

We stood upon our honor,
  We stood for Texas, too,—
Whose eyes, e'en then upon us,
  Were bidding us be true.

We knew we were predestined
  To live and grow and thrive,—
And so we worked and waited—
  Like bees within a hive.

So with our limitations
  We'd pleasures unalloyed,—
But had no Dean of Women,—
  That was the aching void.

She saw our desolation,—
  And, with the second year,
She came, our Mrs. Kirby,
  All hearts to bless and cheer.

The Ashbel Window

On Friday, October 23, the Ashbel Literary Society formally presented to the University a handsome memorial window, which will hereafter adorn the west entrance to the Main Building. Miss Dollie Bell Rutherford, who was president at the time the Ashbel decided to make this present to the University, made the speech of presentation, and President Mezes responded in behalf of the University, gracefully accepting the gift.

The idea of the memorial window originated with Dean Battle, and was formally adopted by Ashbel last May. The window was designed by Mr. H. E. Goodhue of Cambridge, Massachusetts. On the top appears the seal of the University of Texas in orange and white, and on either side

are placed the emblems of Science and Art. The window is to serve as a memorial to Colonel Ashbel Smith, for whom the Ashbel Literary Society was named.

The Fortnightly Club

The Fortnightly Club resumed its work in October, and four regular meetings were held during the Fall Term. The membership of the club is larger now than at any time in its history, and the average attendance at the meetings has increased proportionately. One reason for the increased interest and attendance, perhaps, has been the slight change in the character of the work taken up at stated times. This change has been brought about by injecting into the original design of the club the idea of discussing problems of immediate interest with respect to University organization, administration, and policy. The president of the club, Dr. A. C. Ellis, suggested this change at the end of last session, and he has outlined and planned for the club several topics to be taken up in round-table discussions. The first of these was set for November 19, when the general question of "Faculty Organization on the 'Group' or 'Division' System" was presented, the discussion being led by Dr. Law and Dr. Barker. In view of the fact that the University of Texas is contemplating the adoption of such a system, the question becomes an exceedingly interesting one. The information collected from other institutions as to their attitude on the various phases of the question threw much light on the general problem.

The special papers presented during the term were:

"A Word-List from East Alabama," by Dr. L. W. Payne, Jr., presently to be published under the auspices of the American Dialect Society in *Dialect Notes*, and later to be reissued in the Reprint Series of the University of Texas.

"Some Sources and Analogues of 'How a Man May Choose a Good Wife from a Bad,'" by Mr. C. R. Baskervill, to appear in the *Publications of the Modern Language Association of America.*

"The Development of the Public School System of the City of New York," by Professor J. L. Henderson, being a part of the author's research work done in Columbia University.

The interest in this the normal work of the club has been well maintained, and in every respect the outlook for a year of successful work is good. The papers presented uniformly represent research work along the particular lines in which the individual members are interested.

The officers of the club, elected at the first meeting in October to serve for a half-session, were: President, A. C. Ellis; Secretary, R. A. Law; Treasurer, S. R. Ashby.

L. W. P., Jr.

The first professional musician to appear at the University during the session was Mrs. Abercrombie, of Chicago, assisted by Mr. Abercrombie and Professor Ludwig of Austin. Music lovers of the city had heard Mrs. Abercrombie before, and looked forward to her return with much pleasure. She sang with more expression and feeling than ever, so that her friends were more than pleased to hear and present her. Her rich, powerful voice seems to have gained new force and sweetness. Though her audience was not what it should have been, she accommodated those in attendance with several attractive encores. A program is not at hand, so that a detailed comment cannot be given. There was special interest in the appearance of Mrs. Abercrombie, because of her relation to a member of our Faculty. We were glad to hear Mr. Abercrombie also; and the music lovers of Austin are always glad to hear Professor Ludwig.

Music

Ellen Beach Yaw was the only other professional who appeared in the auditorium during the fall term. Miss Yaw's especial feature is the lyric quality of her voice; she can do more with it up in the realm of the clouds than any other living person. Notwithstanding the fact that her notes are so high, they are sweet, very sweet, and more flute-like than any ever heard by the writer; and with it all, she has volume enough. The best thing about her singing is her own appreciation of her limitations. She knows what she can do, and that she does to perfection. That practice is to be commended to others in all professions. Every number that Miss Yaw gave was excellent, and her encores were equally attractive. We hope she will come again. Her support was good, especially Mr. Talmage, who accompanied with the flute and sang baritone solos. His playing appealed more than his singing. The most unfortunate part of the evening's program was the small attendance, the universal complaint with Austin audiences, and most of all with the University public.

Two local concerts were given during the fall, one by the combined musical forces of the University, and one by the orchestra. The first was complimentary to the alumni and other old students who returned to our twenty-fifth anniversary. A good showing was made, especially by the orchestra and the ladies in their Choral Club and in their Violin Club. The Mandolin Club did not appear because it was not ready, and the Glee Club failed to appear because of an excess of patriotism displayed at the football game. The mixed chorus was very effective in spite of the absence of several voices that disappeared at the football game. The vocal music was in charge of Professor Metzenthin, the Violin Club was trained by Miss Wright, and the Orchestra and Band by Mr. Collins, a student. Mr. Collins showed conclusively that a student director is the best where we can secure a trained musician and at the same time one who is systematic and conscientious. He could also handle the vocal organizations successfully. Why cannot the seven organizations unite and support a good man like Mr. Collins?

The instrumental concert given by the Orchestra and Band was but another illustration of the ability of Mr. Collins to lead them; the ren-

ditions of both organizations were quite creditable, showing improvement over previous performances. This is good to see, and gives hope to those who have been interested for many years. But neither Mr. Collins nor any one else can afford to do this work indefinitely for love. The University must in time support music.

The two local concerts were free, so were fairly well attended.

D. A. P.

The Simonds-Maury Geography

To Dr. Frederic William Simonds, Professor of Geology, was assigned the task of revising and modernizing the most distinguished and perhaps the best known elementary work on Physical Geography, namely, that by Commodore Maury. The selection of Dr. Simonds was a distinct recognition of his achievements in the field of Physical Geography, and an honor to the University he represents. The new book has its pages reduced in size, but not in number, and appears from the press of the American Book Company, New York.

The average Southern man and woman has imbibed and inherited his notions concerning the earth from the Maury *Physical Geography.* It has been the standard elementary work on the subject for almost half a century, and it has maintained its place beside the newer works in spite of its antiquity and practical obsoleteness. It has been able to do this by reason of its simplicity and the charm of the author's style, and the fact that, more so than any other text, it has been eminently teachable to beginners. In the revision, it has been the attempt of the reviser to preserve this charm of style and simplicity of statement, and so far as possible the arrangement of the subject matter, while at the same time it has been sought to make the statements conform to modern thought and knowledge as these have been developed in the last decade through closer study of land forms, through increase of stratigraphic and paleogeographic facts, through investigations of ground waters, through exploration in many new regions, and through the progress of meteorology and oceanography. A perusal of the pages of the new text will convince the reader that the author has realized these purposes remarkably well.

Like the original work, the new text is divided into five parts with an appendix. These in order are: The Earth, The Land, The Water, The Atmosphere, Life.

In Part I are considered: "The Earth and the Solar System," "The Shape, Size, and Density of the Earth," "The Motions of the Earth," "Terrestrial Magnetism," "The Internal Heat of the Earth," "Volcanoes," and "Earthquakes."

In the chapter on the relations of the Earth and the Solar System, Dr. Simonds calls attention to the *fixed stars*, the *planets*, of which the earth is one, the moons and satellites, the asteroids and planetoids, which are small planetary bodies in the solar system, the comets and the meteoric swarms, which produce the shooting stars or the so-called *meteoric*

showers. Perhaps the most important and interesting part of this chapter is concerned with the origin of the Solar System. To those persons who have not kept pace with the progress of Physical Geography, it will probably be new intelligence that the Nebular Hypothesis, which was so ably expounded in the original *Maury Geography*, is no longer universally accepted as furnishing a suitable theory of the origin of the Solar System and of the Earth. The objection to the Nebular Hypothesis is that it apparently fails "to meet some of the necessary physical tests." The old hypothesis is presented, but in addition a new one is given, namely, the Planetesimal Hypothesis. As stated by the reviser, this theory assumes "the sun as the origin of the planets. Attracted by an approaching star, a sun wave of gaseous matter flew off, forming, with the central nucleus, a spiral nebula. This cooled and condensed into small separate particles (planetesimals) like the meteoric dust that sometimes falls upon the earth. Some of these particles colliding and uniting, formed small bodies, which were enlarged by continual showers of planetesimals and thus became planets."

In connection with his very interesting discussion of volcanoes, the author states that "the fundamental cause of volcanic action is undoubtedly the expansive force of compressed steam and other gases. Two cases are conceivable: The compressed steam and gases may be free, that is, not blended with the lava; or they may be imprisoned within the substance of the lava. The force developed will be the same in either case, but the mode of action will be different." Attention is also called to a new theory to explain the non-explosive type of volcanic action. Under this view, the extrusion of the lighter lavas is conceived to be due to the sinking of the more condensed or heavier rocks under the influence of gravity.

In the chapter on Earthquakes, of which phenomena we have had such staggering examples within recent years, the statement is made that no part of the earth's crust is entirely free from earthquakes. In certain parts of Japan it is asserted tremors are felt every day. In the Old World, it is pointed out, earthquakes are most frequent in a region which embraces the northern shores of the Mediterranean Sea and extends eastward into the central portions of Asia. The truth of this remark is amply demonstrated in the occurrence of the recent Calabrian disturbances. In the New World such disturbances are far more common than in the Old, according to the author. Both the Eastern and Western mountain regions of North America are subject to them, but the region of greatest frequency is South America. As to the causes of earthquakes, the statement is made that they may be due to the formation of fissures in the crust. In the process of readjustment following, one wall slips or slides over the other with sufficient violence to produce a series of jolts or jars. This process, which is described as *faulting*, is the result of the cooling and contraction of the interior of the earth. "As the inner rocks cool and contract, they shrink away from the outer layers, some portions

of which are left without support. Under the pressure of gravity they may now bend or they may break. Having broken, they may slide and grind on the lower wall of the fissure." It is alleged that earthquakes sometimes are caused by volcanic action, and again they are ascribed in some instances to local disturbances, such as the collapse of caverns.

Following the plan of the original work, Part II, "The Land," treats of the following subjects: "Land Masses"; "The Relief of the Land," in which the common relief forms, such as plains, plateaux, mountains, valleys, etc., are described; "The Relief Forms of North and South America," in which the chief physical features and geographic regions of the two countries are outlined; the "Relief Forms of Europe, Asia, Africa, and Australia," in which the physical features of these continents are depicted; and "The Islands," in which the classification and origin of these land forms is indicated.

In connection with his illuminating treatment of the Relief of the Land, the author describes the origin of mountains. He states that these may be formed in at least four ways: by folding or crumpling, by faulting, by vulcanism, and by erosion. The folding process is thought to be the result of contraction. The crust of the earth is regarded as a spherical shell or coat, now practically cool, surrounding a heated, but cooling and therefore shrinking interior. Under the influence of gravity the crust is drawn downward, that is, toward the center of the earth, and thus a larger spherical surface is made to fit closely upon a smaller. This can be brought about only by faulting, crushing, and breaking of the crust. The Appalachian Mountains are given as an example of this type. Mountains formed as a result of faulting, a process by which, as described by the reviser, great blocks of the earth's crust slipped one upon the other, are found in the Great Basin Region of the United States, between the Sierra Nevada and the Rocky Mountains. He cites no examples of mountains due to volcanic action, as these are common. Mountains due to erosion are found in the region of the Alleghany plateau.

In Part III, "The Water," the following topics are treated in a lucid style, and from the modern standpoint: "Properties of Water"; "Waters of the Land"; "Drainage"; "The Sea and the Oceans"; and "Waves, Tides, and Currents."

Many departures in the treatment from the original text are noted. Notice may be briefly called to one of these. In connection with artesian wells in the chapter on the "Waters of the Land," it is pointed out that research within the last decade has demonstrated the fact that artesian wells may be produced by other conditions than those outlined in the classic diagram of Maury, which represents one wash basin superimposed upon another, having a layer of water between them, and an opening at the center. Hydrostatic pressure will force the water out at the opening. This is as a matter of fact the least common of those favorable arrangements of the rock masses which occasion these useful phenomena. Dr. Simonds points out that beds inclined in one direction only may likewise

give rise to artesian wells, if the porous stratum grades into a more compact and impervious rock mass further down the incline.

In Part IV, "The Atmosphere," is considered: "The Physical Properties of the Atmosphere"; "Climate"; "Atmospheric Circulation"; "Storms;" "Moisture of the Air;" "Rain"; "Hail, Snow, and Glaciers"; "Electrical and Optical Phenomena" are the various topics treated in order.

The concluding part deals with "Life." "Animals and Plants: Their Relations and Distribution"; "The Distribution of Useful Plants"; "The Distribution of Animals"; "Man"; "Geographical Distribution of Labor" are the various aspects of the subject that are discussed.

The appendix deals with Physical Geography as a science.

A most interesting feature of the new work is the excellent collection of diagrams and illustrations. Most noteworthy of the views are "Vesuvius in Eruption, April, 1906," a marvelous picture of earth activity in one of its most terrifying aspects; "Views of the California and Japanese Earthquakes"; "Cloud Forms"; and "Tornadoes."

As stated by the author in the preface, the adoption of the smaller page adds much to the reader's comfort. It is to be questioned, however, whether the change in the size and the external appearance of the book is to be commended. The work was intended to be only a revision. If so, the size and the external appearance were those things that least needed change. In the reviewer's opinion, it would have added to the selling value of the book if the old form had been preserved. Man is much affected by appearances. The average person would have considered, when he bought the revised book with the old form, that he was still getting Maury's *Geography*, only brought up to date. It has been demonstrated by experience that he prefers Maury to any other. He will be more apt to consider that he is buying an entirely new book that has little in common with the original Maury when he buys the present volume. He may, therefore, not be any more inclined towards it than to any other of the new Physical Geographies.

This objection is, however, of minor value. The Maury-Simonds *Physical Geography* can be safely regarded as a very readable book on a very interesting subject, and as such it will be welcomed by the school children, teachers, and lay readers all over the country. A. D.

Dr. Penick's Sallust's Catiline

The first Gildersleeve-Lodge book to appear since D. C. Heath & Co. acquired the series from the University Publishing Company is a school edition of Sallust's ever popular *Bellum Catilinae*, with an introduction, notes, and a vocabulary, by Dr. D. A. Penick, of the University of Texas. A map of Italy and seven traditional illustrations, such as those of the Mulvian Bridge and the Madrid bust of Cicero, embellish the work and help to relieve the eye.

The text, with the exception of some unimportant changes in conso-

nantal assimilation and the adoption of many vowel quantities recently established, is that of Eussner's 1900 Leipsic edition; accordingly, such words as *consulueris,* on the one hand, and *hic, eius,* and *magnus,* on the other, have a peculiar look to the man who has learned his quantities from the old standard grammars. Whatever may be thought of this, such spellings as *volgus, vicesumus,* and *maxumus* must be commended, in an edition of Sallust; to spell them otherwise is to efface a literary landmark—an inexcusable procedure; Sallust himself, we may be sure, would no more have written *maximus* than Macaulay would have written *honorable.*

It has become fashionable to blacken Sallust's character, which, it is true, *may* be as wasteful and ridiculous excess as to paint the lily. However that may be, we know that the pendulum of criticism is usually at one side or the other—now on the side of unconditional censure, and now on the side of indiscriminate praise. Biographers expect every man to be either a saint with no redeeming vice or a villain thoroughly wicked—a state of life existing nowhere but in fairy tales and novels of the Augusta J. Evans type. The editor's view seems to be a sane one: that in his earlier career Sallust was no better than the average Roman governor of the time, but that his later life may have been an improvement —that Sallust's praises of virtue do not necessarily prove him a hypocrite.

The introduction deals rather fully with Sallust as a stylist, and bears evidence of having been written independently, from careful and painstaking study of the text; the examples given, most of them, are different from those of other editions with which we are acquainted. This part of the work, while it is small in pages and lines, must represent a tremendous amount of labor, containing as it does hundreds of examples and citations from the *Bellum Catilinae.* These are not thrown together in a hodge-podge, but are judiciously classified under four main heads, with logically arranged subdivisions, as follows: (1) Fondness for archaisms; (2) Fondness for unusual forms, words, expressions; (3) Syntactical constructions peculiar to or exaggerated by Sallust; (4) Rhetorical devices, not peculiar to, but abounding in Sallust. There are in addition copious references in the notes to this chapter of the introduction, thus enabling the student to realize the application to the author in hand.

The notes, of course, are the most important part of what the editor of a Latin classic must write; it is here that all the perplexing problems of proportion in history, archaeology, and dry grammar must be worked out, and from them he is to expect success or failure. Moreover, what these notes should be depends on the purpose of the edition and the age and previous training of the prospective student. Sallust, in America and England at least, belongs to the preparatory or early college months of the young reader's course; hence, the notes ought to be elementary. In an edition of this kind no great amount of originality and no display of erudition are to be desired. The first problem is one of proportion: Scylla threatens him who places too much stress on the dry details of grammar, and a worse Charybdis him who neglects the important princi-

ples of syntax in a vain effort to make a story book of a commentary. Penick's *Sallust,* besides fulfilling in an unusual degree these requirements, will prove to be a very teachable book, which many editions of the classics written by university men for younger students are not. As compared with other books of the kind, this one will be found remarkable for the excellent treatment of syntax in an appendix of twenty-six pages between the commentary proper and the vocabulary. This appendix is not a mere jumble of rehashed material from other works, but a careful, well-written treatise on syntax, which will prove its value wherever it is used.

The vocabulary is not so easily valued; judging from a cursive examination, however, it is a good one. Perhaps a bad vocabulary does less harm than any other part of a Latin text-book, and certainly a fair one less good—for reasons that are well known to every teacher. The citations of different definitions not only aid in the translation of difficult passages, but serve as a partial concordance to the *Bellum Catilinae.*

The accurate scholarship and knowledge of when and how to present to the student what he most needs should win a place for this edition in the schools of America.

W. L.

Professor Shurter's Extempore Speaking

Extempore Speaking is the title of a little book of 178 pages, which, dressed in the fashionable color of 1908—maroon—Associate Professor Shurter has added to his already good-sized list of works on Public Speaking. Its primary aim is to set forth for class purposes a presentation of the art of extempore speaking, emphasizing the importance, the true conception, and the manner of preparation. The general plan of the book is best apprehended by a glance at the chapter headings, which are as follows: "What Is Extempore Speaking?"; "The Different Ways of Preparing and Delivering an Address"; "Advantages of Extempore Speaking"; "General Preparation"; "Special Preparation"; "The Oral Presentation"; "The Different Types of Extempore Speeches."

The style of the book exhibits all the clearness and ease which characterize the author's former works. There is a marked absence of that fault which is often found in many treatises by university specialists,—namely, the tendency to assume fundamentals, even in elementary texts, and to talk in the language of the specialist. Mr. Shurter has in *Extempore Speaking* assumed no knowledge of the subject on the part of the reader, but has taken the pains to begin with the fundamentals and to make all the resulting steps in the analysis clear by apt and well-chosen illustrations. Yet there is nothing trite or vulgarly familiar in the illustrations.

Not only does the style evince an acquaintance with the conditions and needs of the students, but the treatment also demonstrates it. The book has in each chapter a clear exposition of the subject of the chapter, and in addition a set of exercises which serve as a gymnasium for the exercise

of the theories set forth in the chapter. These exercises show the result of extensive reading and sagacious selection. They are to the point, and from the best literature. Nor are they old and familiar passages, but, in the main, new selections.

The first chapter undertakes to define extempore speaking, and does so very happily. The distinction between impromptu and extempore speaking is clearly made, the former being justly discouraged, and the latter defined as applying, not to the matter of the discourse, but to the form of its delivery. The matter should be as thoroughly assimilated for an extempore speech as for a manuscript discourse, possibly more so. The next chapter points out the merits and disadvantages in the various forms of delivery, special attention being given to the extempore form. Of the latter it is said, as of the little girl, "When it is good, it is very, very good; and when it is bad, it is horrid." The whole of chapter III is occupied with a consideration of the advantages peculiar to the extempore form of delivery. Among the five mentioned, the most characteristic are the third,—"it promotes a sympathetic relation with the audience,"—and the fifth,—"it permits a personal grapple with the audience."

In chapters IV and V there is a careful discussion of the general and special preparations necessary to the delivery of an extempore speech. If for no other help, the book is well worth the price for the sane suggestions found in these chapters. "As a means of general preparation an extempore speaker should acquire (1) a fund of facts and ideas, (2) a fund of language for the expression of his thoughts, and (3) the power to use this language accurately and readily." Some timely suggestions are made as to method in gathering material; a habit of careful observation, coupled with an orderly system of preserving by card index or otherwise, is recommended. If anything has been omitted in the matter of preparation, it is certainly not as to the details. Some more stress on the need of a wide and intimate acquaintance with the affairs of as many phases of life and humanity as possible would not have been amiss.

The book closes with an extended appendix, wherein the author gives to others the advantage of his many successful years of experience in the teaching of this subject. He sets forth a great many subjects covering a varied field of familiar experiences of college life and other well-known topics. Besides this, there are some valuable suggstions concerning the most successful means of handling classes in this subject. It is not theory here, but the experienced results of the class room.

J. H. K.

Professor Taylor's New Book

The Surveyor's Handbook.—By T. U. Taylor, M. C. E., Professor of Civil Engineering, University of Texas, etc. 310 *pp.* 4½x6¾ *ins.* 116 *figs. Tables of Logs, Trigonometric Functions, etc. Pocket book form, flexible leather binding. Published by the Myron C. Clark Publishing Company, Chicago and New York.*

Up to this time there have been no regular college text-books on

railroad surveying except such as were arranged for the use of practical men in the field, who require frequently to refer to formulas and descriptions of methods. The average land surveyor and civil engineer engaged upon ordinary survey work has had no manual like that of the field engineer engaged upon railway surveying. His text-books on surveying have been large treatises and could not be taken to the field. That a man engaged in surveying work might want some sort of a pocket companion has been recognized for many ears, but the books prepared have been really simple collections of tables with a few rough formulas and rules thrown in. What has been actually wanted was a book as complete on general survey methods as the field companion of the railroad engineer is on railroad surveying. The text-books have been getting larger year by year, and the men who have written them have gone often into painful and prolix explanations of minor things that do not render the study any more interesting,—such, for instance, as showing how a knot is tied in a plumb bob line, telling how to sharpen a pencil, and matters of such sort as any bright student will soon get hold of if the idea that the word "engineer" has the same root form as the word "ingeunity," is true. The unfortunate part of the matter is that students cannot in their short time at school really study such works, and they are given a smattering of each chapter, learning nothing surely. The experience of the reviewer with young graduates on this score has been very disheartening. He has often longed for a return to the text of Davies and the old style way of making a man learn so many pages every day and recite them in class. The boys of the Davies generation at least learned surveying and liked it. The boys of the present day affect to despise the work.

This little work by Professor Taylor has impressed the reviewer deeply. He purchased a copy for himself, and two copies he gave to young men who needed them, one his own son. Were he teaching engineering he would use it as a text.

The book covers the field of ordinary surveying practice with admirable completeness. It is given in a manner to interest the student all the way through. It makes of surveying a fascinating study. It is full enough for a text, and is small enough to be carried in the pocket and used for every-day ready reference by the man engaged in earning a living. It is an admirable combination of field and text-book not excelled by any railroad engineer's field book. The reviewer would suggest that the next edition contain a table of secants and also a table of the functions of a one-degree curve.

There are twelve chapters on Chain, Transit, and Compass Surveying, Calculation of Areas, Division of Land, Levelling, Topographical Surveying, Railroad Surveying, Earthwork, City Surveying, Plotting, and Lettering, Government Surveying, Trigonometric Formulas, Useful Tables. A very good feature is the mention at the end of each chapter of the leading text-books on the subjects treated in that chapter.

E. M.

The Regents' Report

The Thirteenth Biennial Report of the Board of Regents, dated September 15, 1908, is a book of 174 pages, showing, therefore, a decrease of 25 pages over the twelfth biennial report, which itself was smaller than its immediate predecessor by 49 pages. Though the "reading matter," or the report proper, is only 15 pages long, and the bulk of the book, 159 pages, consists of eleven more or less necessary "exhibits," usually tabular in form, nevertheless a good deal of information can be found here which is of real interest to friends of the University and which, if cast into newspaper English, would be interesting to any citizen of the State. The report can be had for the asking, but for the greater convenience of the readers of the RECORD, a brief summary is here given.

The growth of the University is first set forth.

"It has a larger student body than any other two institutions of learning in the South, and its College of Arts is relatively quite strong. The professional departments have developed rapidly, and rank in point of numbers and efficiency with those of the leading State institutions. The following tables will show at a glance the growth of the University for the last four years, with the per cent of increase in each department:

	1903-04	1905-06	1907-08	Increase 4 yrs.	Per cent.	Increase 2 yrs.	Per cent.
College	533	767	953	420	78	186	24
Law	186	247	314	128	68	67	27
Engineering	154	273	329	175	113	56	20
Medical	235	285	280	45	19	—5	...
Summer Session	285	444	625	340	119	181	40
Total	1393	2016	2501	1108	80	485	24

"In four years the total registration in the University has nearly doubled. There are indications that the gain in the next few years will be quite as great. The State is increasing rapidly in population and wealth. The high schools are improving in efficiency. The number of schools whose work is in whole or in part accepted by the University is now 137, and the numbers in these schools have grown with great rapidity. More and more of the graduates of the affiliated schools are seeking admission to the University of Texas. It is fairly certain that within two more years the total registration will reach 3000, and in four or five years it will reach 3300 or 3400."

Exhibit D has tables showing this growth in greater detail and covering the whole period of the University's life. One of these tables shows that in the College of Arts the number of women students has been greater than the number of men each year beginning with 1903-04—a state of affairs that still causes grave concern to some, though no one proposes to deter the young women from attending.

That the University has insufficient room and too few instructors is

generally known. "With the funds at the Regents' disposal, it has not been possible to provide a sufficient number of properly trained instructors. Classes and sections have been too large in many instances to enable teachers to give the individual attention to students, which is probably the most important single factor in effective teaching. The libraries and laboratories have been crowded. Class rooms have been too few in number and, in some cases, of insufficient size. As a result of the insufficient number of class rooms, some classes have nad to be much too large to be satisfactorily conducted. In other cases, classes too large for any lecture room have had to be formed. The science schools generally have had their laboratory facilities taxed to their utmost capacity. And one of the specially difficult features of the situation has been the insufficient number and size of office rooms. As was pointed out in our last biennial report, 'it is essential that instructors should have regular offices where they may hold consultations with students. This is one of the most important features of university work; here the attempt is made to give efficient individual attention to students. Some instructors are entirely without offices, and in some cases three or four instructors are occupying small rooms together.' In the School of Chemistry it has proved necessary for the last two years to stop registration on the second day of the session, because of the insufficient number of rooms in the Chemistry Building for classes, and the insufficient size of the laboratories. This has worked a serious hardship on students who wished to take courses in Chemistry to prepare themselves for medicine, for other practical pursuits, and for advanced work in scientific and other directions."

The rooms in the Main Building now occupied by Botany, Zoology, and Geology are insufficient in number and, moreover, are needed by other schools in the College of Arts. Provision should be made for a Science building. Even the Engineering Building, erected in 1904, will not much longer suffice for the rapidly growing body of Engineering students; they will soon need an additional one.

"The rapid increase in the student body generally, and especially in the number of students taking advanced courses, makes imperative large additions to the stock of books in the general library. There are now twenty-five or more schools, dealing with as many different subjects, giving in each subject a great variety of courses," and nearly every course requires books. Advanced courses are increasing and are a severe test to the resources of the Library. "Equally urgent is the need for something like a respectable equipment of the Law Library. There are now three hundred students taking law, and yet the Law Library of the University of Texas is smaller and less satisfactory than some private law libraries in the State."

"The professional training of teachers has come to be one of the most urgent needs of this country. The University of Texas has, from the outset, recognized the necessity of doing everything in its power to train citizens of the State for all parts of the school system, and especially for

the high schools and colleges. All our institutions put together are not now furnishing enough well-trained teachers to meet the demand. . . . But the quality of training is quite as important as the number of teachers supplied. A good teacher is incomparably better than an indifferent teacher. Teaching, moreover, is quite as much an art as it is a science; if anything, it is rather the former than the latter. If first-class teachers are to be turned out by the University, it is necessary that they should be given practice in teaching under the most favorable circumstances. For this purpose, a practice school under the direction of the Department of Education is imperative, and if the boys and girls of Texas are to be taught by teachers equipped as well as those who teach the boys and girls of other States, the provision of this building can not be very long delayed."

One page is given to a plain statement of the need of developing the work for graduate students. The University of Texas, almost alone among institutions of its general standing, has been content to offer no non-professional degree higher than the master's degreee; recently, however, courses have been planned leading to the degree of Doctor of Philosophy. "The University of Texas should be provided with resources enabling it to do for the young people of the Southwest what the Hopkins does for the Middle East; what Harvard, Yale, and Columbia do for the East; what Chicago does for the North, and what Stanford and California do for the West. Our University should be able to prepare for the higher positions, not only here, but in the surrounding colleges. Especially should the University of Texas train men who can study the historical records of the State and of the South, and write unprejudiced history. Adequate provisions for such training is a vastly better safeguard against historical misinterpretation than any amount of protest. And the most effective way of placing the great history of the South and Southwest properly before the world is to train our own sons and daughters to write it. Such training would serve not alone this State but the nation as well. It would be a national service, and would receive a nation's welcome."

University extension lectures and correspondence courses are next proposed as a desirable field for university work in Texas.

"It is remarkable that the conservative English universities have led the way in this work. Oxford and Cambridge have for years spent many thousands of dollars in providing for extension work for the people outside the universities. The University of Chicago some years ago entered aggressively upon this work, and other institutions have followed. The University of Chicago in one year expended for extension purposes $60,000: $40,000 for lecture study and $19,000 for correspondence study work. In considerable measure this amount was received from fees. Recently, the University of Wisconsin entered upon the work and was given an appropriation by the Legislature of $40,000 annually therefor."

Recent advances in admission requirements are noted. In the College of Arts the requirement is to be 14 units, the amount usually required by colleges in other parts of the country; in the Law department and Medical department it is to be one year of college work.

One increasingly important part of the work of the University is with the high schools. "Since the beginning it has had a system of affiliation with the schools. In this activity there has been no idea of dictation on the part of the University; only such schools have been placed upon the affiliated list as have requested the University to inspect and to affiliate them. Furthermore, in the matter of school curricula, the University has not, in any sense, been a dictator. It has conferred with school superintendents and principals, and has sought, not to adjust their curricula to University needs, but to make the University a continuation of high school work. . . . The visitor of schools makes it his especial business to study the conditions of each high school community, and each high school course. He is in constant correspondence with high school authorities concerning school problems. At least seventy-five courses were submitted to him for his suggestions last year."

The Legislature is urged to adopt the policy of appropriating sufficient money to pay all the running expenses of the University, thus leaving the University's income from its land and other endowments, generally known as "the available University fund," to be used for the erection of needed buildings. In no other way can proper growth be assured. This request is by all odds one of more far-reaching importance than any that the Regents have made for several biennial periods past. "It should not be forgotten that the constitutional provision forbidding the University, and the University alone, among the institutions of Texas, from erecting buildings out of funds appropriated from the general revenue, prevents any large provision for buildings at any one session of the Legislature, an opportunity open to and availed of by other institutions. This clause of the Constitution, in fact, very plainly suggests a deliberate policy of steady advance; in adopting it, it seems not improbable that the framers of the Constitution intended that the available University fund should be used for building purposes alone. For it is only by that means, steadily employed, that it will be possible to supply this institution with a plant at all adequate. With the use of this fund, as is recommended below, for the purpose of erecting buildings, it will be possible very slowly, but, it may be, in due time, to meet the University's needs in that directon. But the use of the entire available fund for the next two years will not provide for the completion of the two buildings most urgently needed; it will provide for one, and for the beginning of the other."

A heating and power plant and a library building are the two buildings most immediately and imperatively needed, and the reasons are set forth effectively. No one with the least acquaintance with the University has been heard to doubt the need of the heating plant. The need for a new library building is less apparent, but no less real. "The most serious and fundamental embarrassments have been met with in the Library. The additions of books have required the gradual extension of the stacks, crowding out the reading tables and seats for students. With a student body of nearly a thousand in the College of Arts, and of at least fifteen hundred in all departments, it has not been possible to provide reading space for more

than 115 students at one time. This is a deplorable state of affairs. Its library is the heart of a university. As was pointed out in our last report, 'very little of modern university or college work is done through text-books. It is conducted by lectures, reference works in the library, and investigations of all sorts in the library and in the laboratories. The library is to the whole university what the laboratories are to particular science schools.' "

"But serious as is cramped space, a more serious condition should receive your attention. The Library, valued at over two hundred thousand dollars, and containing works, many of which could only be duplicated at very great expense, and some of which could not be duplicated at all, is housed in a part of the Main Building which is not, in any respect, fireproof. If a fire were to break out it is difficult to see what could prevent the Library from being totally burned, or ruined by water. This danger is not imaginary or remote. Within the last few months fire visited the Johns Hopkins Library, and, but for the alert and competent fire department of Baltimore, it would have been destroyed; at is was, books of unique value were burned. Within the last few years the libraries of McGill University, Vanderbilt University, and of the Universities of Missouri and Virginia have been destroyed by fire. Were such a calamity to visit our Library, to its loss would have to be added the paralysis of instruction which would obtain until a new library and a new stock of books could be provided."

The heating and power plant will cost about $80,000. The Library building will cost about $250,000, but part of the building could be erected now and the other part later.

Of the laboratory building for the Department of Medicine the *Report* says:

"The Regents have several times represented to the Governor and the Legislature the necessity for a laboratory building for the medical work. The last Legislature conceded the necessity for this building, and made an appropriation for it, but the appropriation did not stand in the bill. The Regents again present the urgent need for this building, and trust that the Legislature may find a way to appropriate a sufficient amount of money to put up and equip a good building. . . . We recommend that $50,000 be appropriated for 1909-1910 for the laboratory building."

The *Report* proper ends with the following estimated budget:

MAIN UNIVERSITY.

Estimated Expenditures—	1909-1910.	1910-1911.
Present salaries	$176,873 34	$176,873 34
Additional salaries	11,000 00	11,000 00
General expenses	48,127 50	48,127 50
Schools and laboratories	14,000 00	14,000 00
Library equipment, insurance, etc	22,000 00	22,000 00
Buildings	141,600 00	141,600 00
Total	$413,600 84	$413,600 84

Estimated Income—	1909-1910.	1910-1911.
Interest on State bonds	$ 26,420 00	$ 26,420 00
Interest on land notes	2,300 00	2,300 00
Land leases	102,880 84	102,880 84
Matriculation fees	12,000 00	12,000 00
Total	$143,600 84	$143,600 84
Appropriation needed from the general revenue	270,000 00	270,000 00
Grand total	$413,600 84	$413,600 84

MEDICAL BRANCH.

Estimated Expenses—	1909-1910.	1910-1911.
Present salaries	$ 50,111 66	$ 50,111 66
Additional salaries	3,000 00	3,000 00
Laboratories	7,000 00	7,000 00
General expenses	8,000 34	8,000 84
Laboratory building	50,000 00	
Equipment	10,000 00	
Total	$128,112 00	$ 68,112 00
Estimated Income—		
Fees from students	$ 7,112 00	$ 7,112 00
Needed from the general revenue	121,000 00	61,000 00
Total	$128,112 00	$ 68,112 00

Among the exhibits of general interest, other than Exhibit D, already mentioned, are A, a list of positions held by the graduates and students of the University; C, a list of the members of the Board of Regents from the beginning, with date of appointment, date of resignation or death, and name of the Governor making the appointment; G, a report of the University Library, showing the number of volumes to be 58,759, and recording many gifts; and K, the report of the University land agent.

P. L. W.

The Meeting of the Texas State Teachers' Association

The thirtieth meeting of the Texas State Teachers' Association convened in the University buildings December 29, 30, and 31, 1908. It was largely attended and much excellent work was done. This meeting especially stressed the section meetings. Several new sections were organized, including, among others, the Mathematical section and the History section.

The Mathematical section was organized largely through the efforts of Dr. H. Y. Benedict, who had been working on the matter for more than a year. One year ago Dr. Benedict went to Houston for the purpose of effecting an organization of the Mathematics teachers of the State; but, because of crowded programs and the fact that the teachers had not

been notified in advance of the meeting, the attendance was small, and the organization was not made. Some weeks previous to the last meeting, about two hundred invitations were sent to the teachers of Mathematics in the State. A large number of replies were received, and, at the hour appointed, more than sixty teachers were present. Professor T. U. Taylor was elected chairman of the section and Miss Mattie Watson, of the Mexia High School, was elected secretary. The Mathematical section will become a component part of the State Teachers' Association, and will provide a suitable program for the next meeting, which will be held in Dallas, in December, 1909.

The Historical section was organized through the efforts of Dr. George P. Garrison, Professor of History. Sometime before the meeting, notices were sent to History teachers throughout the State, requesting them to be present and participate in the organization of a History section. Although the time for the meeting was set for ten o'clock in the morning, while the general association was conducting a program, about seventy-five teachers met for the purpose of organization. A short program had been prepared. After adequate reasons had been set forth for the organization, the meeting elected Dr. Garrison chairman and Professor Moore, of Southwestern University, secretary.

Two of the sections, best attended, during the sessions of the Association, were the English section and the Classical section. These sections had been organized at previous meetings of the Association.

Dr. Morgan Callaway, Jr., the chairman of the English section, delivered an address on "The Incidental Teaching of English," which will be found elsewhere in this number of *The Record.* Among the papers read was one by Dr. Constance Pessels, formerly of the University, on "The Standardization of the English Course in the High Schools." This paper was discussed by Professor Anderson.

Dr. D. A. Penick was secretary of the Classical section, and, owing to the illness of Dr. S. J. Jones, also acted as chairman.

The University was represented on the general program by President S. E. Mezes and Dr. F. E. Farrington. Dr. Mezes spoke at the opening meeting on "Different Fundamental Principles Now Active in Evolving Our Educational System." Dr. Farrington spoke, on the morning of the last day, on "Lessons for Americans to Learn from a Study of the School System of France." Dr. Farrington has spent two years in studying the French school system. He has already published a volume on the Primary Schools of France, and now has in press a volume on the Secondary Schools of France.

In addition to those named, other members of the Faculty took part in the work of the Association. Dr. W. S. Sutton discussed the question: "Are the School Authorities Securing Adequate Provisions for the Physical Education of Children in Cities and Towns of Texas?" Dr. W. J. Battle gave an illustrated lecture, before the Classical section, on "The Performance of the Agamemnon at Harvard University in 1906."

J. L. H.

That the Co-Op. continues to flourish is shown by the following financial exhibit for 1907-08. This exhibit needs but a few words of comment.

The University Co-Operative Society

In the first place, the Co-Op. is making a little too much money. As shown below, the pross profits are a little less than 17 per cent of total sales, the expenses of maintenance about 9½ per cent, rebates to members a little under 1 per cent, leaving about 6½ per cent as addition to assets. This 6½ per cent of total sales is about one-fifth of the assets of the Society in August, 1907, and represents too large an increment. Steps will be taken, with due deliberation, to reduce prices so that additions to assets will not amount to more than 3 or 4 per cent of the total sales.

In the second place, not enough students are members of the society. The membership fees have, of course, long ceased to be of any financial service to the Co-Op. The assets are now sufficient for the business to be run on a cash basis, and the fees are merely held in trust by the society. A larger membership, one including the majority of the students, would enable the society to distribute more of the profits in the form of rebates. Under present conditions it does not seem fair to return a larger rebate to the members, who are now at 5 per cent getting about 75 cents plus the $1.00 membership fee.

The salary item shows a percentage of increase about equal to that of total sales, notwithstanding the fact that the Co-Op. has kept open more hours. Next year the hours will be from 8 a. m. to 6 p. m.

The assets this year involve more cash and less stock than last year. This is due to the fact that last year a large order of fall stationery arrived before the inventory was taken. The general condition of the society is, barring the increase in the assets, very nearly the same as last year.

The expense item is this year increased by the trip of the manager, Mr. R. A. Richey, to the Eastern markets and to the larger Co-Ops. of the country. It is pleasant to reflect that our own Co-Op. occupies a creditable position beside its brethren, considering total sales and economy of maintenance.

The night mail, paid for by the Co-Op. at the persistent request of Dr. Battle, has proved such a great success and convenience that a larger box will have to be installed.

It is to be feared that during last year several classes suffered unduly from the failure of the Co-Op. to provide necessary books. Perhaps the fear of the dead-book shelf is too much before the unfortunate management. Better arrangements, however, in regard to the return of books to the publishers have recently been made, and the Co-Op. will strive more earnestly to promote the work of the University on the one hand and to avoid bankruptcy on the other.

In conclusion, the management of the Co-Op. most earnestly requests communications in writing from all persons who have suggestions to make concerning the future conduct of the society, or who have complaints to

make in regard to its management in the past. The written word remains long after the spoken word has escaped the memory.

The following is a statement of the accounts of the society for the session of 1907-1908:

TRADING ACCOUNT

Inventory of stock August, 1907	$ 9,492 58	
Purchases 1907-08	24,521 16	
Transportation and telegrams	1,058 34	
	$35,072 08	
Sales 1907-08		$33,101 58
Inventory 1908		7,510 53
		$40,612 11
Gross profits	5,540 03	
	$40,612 11	$40,612 11

PROFIT AND LOSS

Gross profit from trading account		$ 5,540 03
Interest on deposit		89 23
Accumulation in cash drawer		7 10
Old membership fees cancelled		34 00
On old account		13 20
		$ 5,683 56
Salaries of officers and clerks	$ 2,234 95	
Night mail	90 00	
Insurance	58 60	
Advertising	20 10	
Taxes and license	146 60	
Maintenance	177 55	
Trip of R. A. Richey	185 00	
Depreciation on furniture	200 00	
Rebates paid members	294 90	
Errors on publishers' account	49 87	
	$ 2,225 94	
Error	05	
	$ 5,683 56	$ 5,683 56

ASSETS

Inventory of stock August 1, 1908	$ 7,510 53
Accounts receivable	891 28
Cash with treasurer	192 12
Loans	1,632 50
Certificates of deposit	3,000 00
Due from publishers	26 12

LIABILITIES

Membership fees outstanding		$ 27 00
Net worth August 1, 1908		13,225 55
	$13,252 55	$13,252 55
Net worth 1907		10,999 61
		$ 2,225 94

COMPARATIVE STATEMENT

	1907	1908
Sales	$27,481 98	$33,101 58
Purchases	26,457 47	25,579 50
Gross profits	4,980 48	5,540 03
Net profits	2,187 89	2,225 94
Rebates to members	235 15	294 90
Operating expenses	2,584 10	3,162 72

H. Y. B.

The Summer Schools of 1908

The registration of the Summer Schools for the session of 1908 was as follows:

	Men	Women	Total
College of Arts	181	158	339
Department of Education	42	40	82
Department of Law	24	0	24
Totals	247	198	445
Names repeated			48
Net enrollment in Summer School			397
University Summer Normal	76	323	399
Total enrollment in the two schools			796
Names repeated			55
Net enrollment in the two schools			741

The attendance for the session of 1907 was 625 students. For the session of 1908 there was an increase of 116 students, a gain of somewhat more than 18½ per cent. The increase of attendance was gratifying, as it was not, during the winter of 1907-08, anticipated. On account of the financial depression throughout the country the Executive Committee of the Summer Schools thought it probable that the Summer School attendance would not show any gain,—that, in fact, it would, possibly, be less than for the immediately preceding summer. That the committee

was agreeably disappointed is due, primarily, to the educational campaign which was carried on throughout the State during the whole academic session of 1907-08, and, secondly, to the fact that the panicky condition in the financial world was not so grievous in Texas as in some other States of the Union.

The following table shows the enrollment, by subjects, in the University Summer Schools:

Chemistry	19
Education	226
English	203
French	10
Geology	34
German	23
Greek	7
History	78
Latin	81
Mathematics	111
Physics	35
Political Science	40
Spanish	23

The following table shows the registration in the several courses of the University Summer Normal:

Algebra	120
Arithmetic	90
Bookkeeping	22
Chemistry	18
Civics	88
Geography, Physical	85
Geography, Political	95
Geometry, Plane	149
Geometry, Solid	19
Grammar and Composition	94
History of Education	86
History, General	138
History, Texas	90
History, United States	91
Literature	77
Methods and Management	196
Method in Primary Grades	153
Physics	143
Physiology	78
Psychology	78
Public School Art	54
Public School Music	125
School Law	93
Trigonometry	24

In some courses there were registered Summer Normal as well as Summer School students. Summer Normal students of this kind were to be found in the following courses:

In Chemistry A, taught by Professor Schoch and Tutor Hicks, there were 18
In Education 3f, taught by Dr. Rall, there were 78
In Education 5w, taught by Dr. Rall, there were 86
In History A, taught by Instructor Ramsdell, there were 138
In Mathematics 1f, taught by Tutor Calhoun, there were 19
In Mathematics 1w, taught by Professor Rice, there were 24

The following table shows the number of students, including those in the Summer Normal as well as those in the Summer School, that received instruction in the several subjects in which University courses were offered:

Chemistry	37
Education	380
English	203
French	10
Geology	34
German	23
Greek	7
History	218
Latin	81
Mathematics	153
Physics	35
Political Science	40
Spanish	23

The students taking courses in the Summer School proper were, with an insignificant number of exceptions, attentive to their work. The members of the faculty report that the student body is far more serious-minded during the summer term than during the regular terms. In the Summer Normal a large number of students entered for the purpose of having their certificates extended. This class of Summer Normal students was given especial attention by the instructors, and the methods adopted in order to see to it that every student entering the Normal should be a working student, were effective. The fact is, that it is becoming generally known throughout the State that the University Summer Normal is a place for study, and not for gossip and amusement.

A number of classes consisted, each, of entirely too many students, which inevitably tended to lessen the efficiency of the instruction.

By direction of Honorable James Wilson, the United States Secretary of Agriculture, Professor D. J. Crosby, educational expert in that department, spent one week in July in Austin, delivering ten lectures to students attending the University Summer Schools. His work was very efficiently done, and created no little interest in behalf of the subject he presented so ably.

For the first time in the history of our Summer Normal, provision was made for instruction in public school music and public school art. The former subject was taught for three weeks by Miss Birdie Alexander, Supervisor of Music in the Dallas public schools, and the latter by Miss Frances C. Kirk, Supervisor of Drawing in the Galveston public schools. The classes in these two subjects were large, and the interest gratifying. So successful was the work in each of these subjects that it is believed proper to incorporate them regularly in the work of the Summer Normal hereafter.

Five Round Tables were conducted during the summer session. These Round Tables were led by Superintendent Horn, Dr. Rall, Professor Henderson, Superintendent Carl Hartman, and State Superintendent Cousins, the respective themes considered being, (1) The Improvement of Teachers Already in the Service; (2) Physical Education; (3) How Can the Small Public High School Meet the Entrance Requirements of the University of Texas? (4) Agriculture in the Public Schools; (5) The Next Step in the Educational Progress of Texas.

Four evening lectures were delivered, as follows: by Dr. W. T. Mather, "The Making of a Sheet of Paper"; by Hon. R. B. Cousins, "A Brief Study of Our School System"; by Dr. L. M. Keasbey, "Co-Operation, Coercion, and Competition"; by Judge A. E. Wilkinson, "The English Sonnet."

W. S. S.

LIBRARY NOTES

Room

Room 44 is now used as a part of the Library. It has been fitted up with tables and chairs for about seventy-five students, and an entrance has been cut through the west wall of the room, opening into a small corridor connecting with the main reading room. This is an inconvenient but necessary enlargement of the seating capacity of the Library.

Gifts

Mr. H. P. Hilliard, formerly of Austin, now of St. Louis, has made for this year his annual gift of $100 for the purchase of books by Southern writers.

Hon. George W. Brackenridge of San Antonio, member of the Board of Regents since 1886, and well known for his many gifts to the University, has given his first pension check, amounting to $41.07, for the purchase of such books as seem most needed.

The Ashbel Literary Society has again given money, $25, for the purchase of books, preferably on contemporary English drama.

The Superintendent of Documents, Washington, D. C., has, on request, sent about three hundred volumes of the Congressional set of U. S. Documents to make our set more complete. As most of these were early volumes, dating before 1865, and consequently difficult to secure, his aid is all the more appreciated.

The Library of Congress has given a set of its early *Catalogue*, printed

in seventeen volumes from 1861-1880. These volumes are being gradually superseded by the printed card catalogue of the Library of Congress, but are still useful.

Classes in History 2, 3, 4, and 14 have given the following books used in these classes as supplementary required reading: ten copies of Tout, *The Empire and the Papacy;* nine copies of Ogg, *Source Book of Mediaeval History;* eight copies of Robinson, *Readings in European History;* five copies of Gardiner, *School Atlas of English History;* and three copies of Stubbs, *Constitutional History of England.*

Mr. R. F. Burges, of El Paso, has presented a copy of W. W. Mills, *Forty Years at El Paso.*

The University Club, of Austin, has continued its gift of the current numbers of the Chicago *Record-Herald* and the New York *Times.* Besides these two, the Library binds the current numbers of the following daily papers: The Galveston *News*, presented by Mrs. J. E. Thornton, of Austin; the Fort Worth *Record*, the Houston *Chronicle*, and the Austin *Statesman.* The last three papers are given by the publishers.

Of the unbound material in the Library of the Texas Academy of Science, presented last year to the University, the following volumes have been bound, catalogued, and put on the shelves: The *Journal* of the Franklin Institute, vols. 120-164, 1885-1907; the *Journal* and *Proceedings* of the Philadelphia Academy of Natural Sciences, 1817-1908, forty-nine volumes; the *Proceedings* of the Boston Society of Natural History, vols. 26-33, 1893-1907; the Johns Hopkins Hospital *Bulletin*, vols. 9-18, 1898-1907; the *Proceedings* of the American Academy of Arts and Sciences (Boston), vols. 27-42, 1893-1907; the *Proceedings* of the Royal Society (London), vols. 56-79, 1891-1907; the *Atti* of the Turin R. Accademia delle Scienze, vols. 28-42, 1892-1907.

Purchases

Under this heading it is impracticable to name more than a few of the more expensive works, and those of some special local or other interest; for example, during the term considerable additions have been made to the collection of books on English and German literature, but only a few titles can be given here.

Edinburgh Review, 1872-1884, vols. 135-159, to complete our set.
Westminster Review, 1824-1891, vols. 1-136, to complete our set.
Stevenson, R. L., *Works.* N. Y. 1906-1908. 27 volumes.
Genest, John. *Some Account of the English Stage.* Bath (England), 1832; 10 vols.
Behn, Mrs. *Plays, Histories, and Novels.* London, 1871. 6 vols.
Anglistische Forschungen. Heidelberg, 1901-1906; 22 vols. in 6.
Wiener Beiträge zur Englischen Philologie. Leipzig, 1895-1907; 8 vols.
Halle Studien zur Englischen Philologie. 1897-1906; 5 vols.
Saccardo. *Sylloge Fungorum.* Padua, 1882-1906; 19 vols.
Botanischer Jahresbericht (Just). Berlin, 1874-1908; 55 vols.

Petermann. *Mittheilungen,* 1855-1906, and the *Ergänzungsbände,* 1860-1906. Gotha; 84 vols.

Virginia. *Journals of the House of Burgesses.* Richmond, 1905-1908; 5 vols.

Heads of Families at the First Census, 1790. Washington, 1907-1908; 6 vols.

London *Journal of Education,* 1879-1894, to make our set more complete.

Books Wanted

The Library will pay transportation charges on gifts. If you have a collection of books and pamphlets, the care of which becomes a burden to you, or the value of which makes it desirable for serious students to use them, why not place them in an institution where they will always be available for use by the future citizens of the State? Write to the Library. P. L. W.

THE DEPARTMENT OF EDUCATION

The enrollment in the Department of Education for the fall term of 1908-1909 shows a slight increase over that for the same term of the preceding year. This is offset, however, by the fact that the number of Arts students (freshmen and sophomores) taking Education courses is somewhat less than last year. Considering the decrease in the College of Arts enrollment and the more rigid restrictions with regard to admission to Education courses, the enrollment is really gratifyingly large. For the fall term the enrollment in the Department of Education was 154, as compared with 148 for the corresponding term of 1907-08. In addition, 93 students of the College of Arts pursued courses in Education, as compared with 100 last year, making the total number pursuing courses in Education during the Fall Term 247, as compared with 248 last year. The addition of some 33 students at the beginning of the Winter Term brings this total up to 280.

There are two tendencies noticeable in the registration this session. The first is that there is a decrease of under classmen and a corresponding increase of upper classmen registering for work in the department. The second is the tendency already observable during the past year of increased enrollments in the advanced courses. The number of enrollments in such courses last year was 95, while this year, up to January 1, it is 122.

The addition of Dr. F. E. Farrington to the Department as Associate Professor makes possible the establishment of observation and practice work. This is to be conducted in connection with the public schools of Austin. A two-thirds course, Education 27, is offered in this work in the Winter and Spring Terms of the present session for the first time. The course includes observation and actual teaching in the high school and ward schools of the city under the direction of the professor in charge of the course. The observation and teaching will be carried on

by each member of the class consecutively five days in the week for one class period a day, the time being credited on the same basis as time spent in laboratory work in other courses.

An event of interest to the Department of Education as well as to the whole University was the adoption, at the November elections, of the constitutional amendment relating to taxation in common school districts. The schools primarily concerned are the rural schools of the common school districts—the amendment permitting such districts to levy a maximum local tax of 50 cents instead of 20 cents as heretofore, and that by a bare majority instead of a two-thirds majority as heretofore. The University and the other schools of the State will, however, feel the uplift thus given to the basic institution in the school system of Texas, for it is more than a pretty rhetorical figure to view the University as the head of the public school system or as the upper rung of an educational ladder which extends downward to the humblest rural school of the State.

The University contributed its share in carrying on the well-organized campaign of education to which was due more than to anything else the remarkably large majority in favor of the amendment. Members of the faculty of the Department as well as of the College addressed many political gatherings over the State and especially in Travis county.

The Conference for Education in Texas, which the University was so largely instrumental in organizing, managed the campaign throughout the State, and deserves great credit for the success of the amendment. Mr. C. E. Evans, M. A., 1906, the General Agent for the Conference, did the bulk of this work, and did it most efficiently. Mr. Evans' predecessor, Mr. F. M. Bralley, also had a very large share in the preparing for and initiating this great campaign of education and for education in Texas. Mention must also be made of the vigorous and effective campaign carried on by County Superintendent Carl Hartman, M. A., 1904, in Travis county.

The carrying of this amendment by such an overwhelming majority, in the same election at which two others were defeated, is good evidence that a just cause, if properly presented to the people, will receive their support. The University may rightly take courage and hope for similar support at the hands of the people. E. E. R.

THE DEPARTMENT OF ENGINEERING

The Engineering Department during the Fall Term had a total enrollment of 276. For the first time in the history of the University the Sophomore Engineering Class is larger than the Freshman. This result is attributed to two causes, the panic and the increased entrance requirements. The most potent of these causes was the panic, which stopped all railroad construction and practically all public improvements. An active summer in railroad construction is invariably followed by an increased attendance in our Engineering schools all over the country.

All the upper classes in Engineering have the largest attendance in the history of the University, and one of our largest graduating classes will receive diplomas in June, 1909.

The most significant event in the Engineer's life is his annual reception. He looks towards this in the fall from the beginning of the session till the event comes off, and after it is over, the loyal Engineer begins to plan for the next year's affair, with a determination to make each superior to all its predecessors. The reception this session was held on November 25th, and its place in the life of an Engineer can be judged by the fact that 26 per cent of the alumni attended. For the first time in our history tickets went like hot cakes, and no solicitation was necessary; moreover, upward of forty tickets were sold to persons other than Engineering students. The executive committee had to stop the sale of tickets and to limit the number of guests.

This fall all Junior Civils were forced to take cement laboratory, and many of the Electricals availed themselves of the opportunity and took it in their Junior year, instead of waiting, as formerly, till their Senior year. In addition to their routine and scheduled work in cement, several of the Senior Civils are writing theses on cement investigations. The larger reinforced concrete bridge over the Colorado has given an impetus to cement and reinforced concrete investigations. It is an unusual opportunity to observe work on a large scale in actual progress.

There has been added to the equipment of field instruments, a large geodetic theodolite at a cost of over $600. This is one of the finest instruments made, and was constructed by Bausch & Lomb especially for the University of Texas. It reads horizontal angles to ten seconds, and can be made to read such angles to single seconds. It will be used in geodetic and triangulation work in the course of geodetic surveying. To the hydraulic laboratory has been added a small brass turbine, which was designed by the Trump Turbine Company for the hydraulic laboratory of the University of Texas. It is a wonderful piece of mechanism, and is an important addition to our equipment.

Of the fifteen students sent home for deficient work in the Fall Term, eight were Freshmen, five were Sophomores, and two were third-year men. It is probable that the causes were poor preparation on the part of the Freshmen; and loafing, neglect, and excess of faith on the part of the upper classmen.

The School of Electrical Engineering has had a larger attendance in the strictly engineering work during the past fall than ever before. Instruction is now being given by the four members of the teaching staff of the school to one hundred and thirty-six students on the full-course basis. The increase in amount of work connected with the laboratory instruction and reports necessitated the employment of another tutor, Mr. Hal C. Weaver, a graduate of the University of Michigan.

In addition to the regular work above referred to, special tests in integrating wattmeters and a 5 K. W. transformer have been made by instructors and students. A test of a 500 K. W. Allis-Chalmers Turbo-

Generator was made for the Austin Water and Light Commission, requiring two days' work at the power plant, in which all of the students taking electrical and steam engineering assisted.

Tests are in progress by Seniors doing thesis work of the fuels of Texas, including calorific analysis of both coals and oils; and of the comparative illuminating power, economy of operation, and durability of carbon filament, metallized filament, tantalum, tungsten, and Nernst lamps. The candle-power of each lamp and the watts used are observed at the end of each one hundred hours' lighting period, and such observations will be made for each one hundred hours until all lamps are burned out. Five lamps of each kind are being tested in order to obtain average values, and final results ought to be valuable. T. U. T.

THE DEPARTMENT OF LAW

The Work of the Fall Term

At the opening of the Fall Term of the session of 1908-09, the Law Department of the University of Texas opened its doors for registration in its handsome and commodious new building. From two small class rooms, three small offices, and a wholly inadequate library and reading room in the east wing of the Main Building, where the Law School had been located for the past fifteen years, this department emerged with joy and occupied a most modern and fully equipped building, where it is no longer cramped from lack of space, nor handicapped by the lack of sufficient library, reading room, and assembly hall. During the opening days of the session the returning students gave many expressions of deep satisfaction with their new home, while the new students seemed proud of the fact that they should have the advantages it affords from the first of their college career. The splendidly appointed offices for the faculty and other officers of the department were the more appreciated by their occupants because of the inadequate offices in the old quarters. The different classes could now have separate rooms; the law societies, which have grown to six in number, could now meet in a specially provided room; the two literary societies for men, composed principally of law students, could now meet in their elegant private halls; and lastly, the smokers could repair to a well furnished and sanitary room and smoke to their hearts' content. The department assumed at once the outward appearance of the distinction merited from its beginning.

It was well, indeed, that this spacious building came in time to receive the incoming class of this session. The highest number of the first-year class reached in any previous year was 131. Already 204 have registered this term. Even the large class rooms could not accommodate this unprecedented number of new men, so it was decided to use the assembly hall for its class room. Two causes seem to have combined to cause this extraordinary increase in numbers in the Law Department. First, the increased efficiency and prestige of the department, occasioned by the

new building, doubtless helped to convince many that one need not leave Texas to find a well equipped law school. Second, the announcement by the authorities that after this year one must have at least five academic courses to his credit in order to gain admission to the Law Department, caused many to enter earlier than they would otherwise have done. The Middle Class has an enrollment of 95, the largest Middle Class in the history of the school. The Senior Class numbers only 61, making a total of 356 students regularly enrolled in the Law Department, and many others are expected to enter after the Christmas holidays.

The quizmasters of the department are: John P. Dinsmore, Earle R. Howell, and Charles Clements,—all members of the Law class of 1908. Albert Moodie is Registrar of the Law Department and Secretary to the Dean. Towne Young, O. O. Touchstone, and W. M. Cleaves are Law Librarians.

But few changes have been made in the Law curriculum. It is very noticeable, however, that the school is drifting toward a purely "case system" course of study. Judge Hildebrand has introduced the case book of *Mechem's Cases on Agency*, replacing the text-book, *Mechem on Agency*. The courses on Damages and Bankruptcy have been dropped from the course of study, and a course on legal bibliography by Judge Townes introduced. Judge Tarlton is supplementing his course on Wills by the use of Judge Simkins's new book on *Texas Administrations*. Senior Equity has been changed from the Spring Term to the Fall Term; and Private Corporations has been made to cover both the Winter and Spring Terms, meeting five instead of six times a week. Moot court practice for the Senior Class now covers the entire Senior year, instead of two terms as heretofore.

In order to relieve the crowded condition of the Main Building, two sections of English 1 for Law students, and all the courses in Public Speaking for both Law and other students, are now given at the Law Building. Political Science 68 is a newly formed course for Law students only. It is a condensed combination of the elements of Politics, Economics, and Transportation, one term each, given by Professors Keasbey, Johnson, and Potts respectively. This course is also given at the Law Building.

On the afternoon of Thursday, October 29th, the Law Department kept open house to the students and faculties of the other departments, and to any others who might wish to visit the new building. Special committees, appointed by Bob Holliday, president of the department, escorted the guests through the building, each visitor being presented with a dainty souvenir card.

Instead of the regular annual smoker for men only, this year the department gave an elaborate reception for both sexes on Tuesday, December 24th. The usual speech-making was indulged in, after which refreshments were served in the library reading room. In the society halls dancing was engaged in till a late hour.

The Law Building was dedicated November 26th. The addresses of Professor Williston, of Harvard University, and Judge Yancy Lewis, of

Dallas, were published in the last number of *The Record.* After these addresses were delivered in the auditorium of the Main Building, the audience retired to the main entrance of the Law Building, where Hon. T. S. Henderson, as President of the Board of Regents, formally presented the building to the Law School. Dean Townes accepted the building in behalf of the Law Faculty and students.

Several new regulations have been announced by the Faculty, and, I may add, have been closely adhered to by the students. Regular attendance upon all class exercises is more vigorously insisted upon than ever before. Written excuses for absence from classes are now the only means by which a student may be excused for an absence, and only two excuses are accepted; the student must either have been sick or out of the city. Being tardy at roll call twice counts an absence. Smoking is forbidden in every part of the building except in the room set apart for that purpose.

During no previous term of its history has the Law Department made such decided and substantial advancement as during the Fall Term of 1908-09. Judge Townes entered upon his duties as Dean January 1, 1908, immediately following his extended visit of investigation of Eastern law schools, but he wisely waited till the department was in its new home to put many of his ideas of administration into practice. The department was never before so thoroughly organized, either as to matters of discipline or of class work. Many of the innocent traditions,—yet hurtful in a way,—which had of necessity grown up during its stay in its old and inconvenient quarters, failed to survive the move and happily no longer hinder its progress. Everything about the Law Department has suddenly taken on a more dignified and orderly appearance. But with this improved morale the department has lost none of its old-time spirit of good fellowship and enthusiasm. It has simply made one long stride upward in the course of its higher development. J. J. D. C.

The Law Reception

Feeling that the first entertainment to be given in the new Law Building should be one worthy of their new home, and wishing to share it with their friends among the ladies, the students of the Law Department of the University of Texas gave on the evening of the twenty-fourth of November, as their part of the celebration in honor of the twenty-fifth anniversary of the University, a reception, instead of the "stag smoker" which it has been their custom to give annually heretofore at the Driskill Hotel.

The Law Building was appropriately decorated for the occasion, and all of its variaus offices and class rooms were thrown open for the inspection of the guests. The invitation list included the Faculty of the University, all visiting alumni of the department, the judges of all the courts located in Austin, and the members of the Austin Bar, as well as many lawyers and other prominent men from out of the city, and a great many ladies.

The souvenir of the occasion was a small booklet, on the back of which

appeared an excellent cut of the Law Building, and which contained a picture of the Peregrinus, the chosen symbol of the department, some college yells, the official program of the evening, the dance program, and a list of the committees in charge of the affair.

The reception itself was held in the main corridor of the building, and lasted from eight until nine o'clock. The guests were then requested to assemble in the auditorium, where, with Professor B. D. Tarlton, of the department, presiding as master of ceremonies, a program consisting of some music by the University Orchestra, and speeches by M. S. Church, on behalf of the students and the alumni, T. P. Buffington and Wilbur P. Allen, on the part of the graduates of the department, was rendered.

After the conclusion of this program, the guests were invited into the library on the second floor of the building, where refreshments consisting of sandwiches, punch, and cigars were continuously served throughout the rest of the evening; while at the same time, dancing was begun in the three society halls in the basement, the floors of which had been put into excellent condition for the occasion. Music was furnished by Besserer's Orchestra. The card contained twelve dances, after each of which appeared a clever combination of technical legal and football terms appropriate to the occasion. The dancing continued until a late hour, and was thoroughly enjoyed.

The whole affair was most successfully planned and carried out and reflected much credit upon the members of the committees having it in charge, as well as upon the students of the Law Department as a whole.

J. P. D.

MATTERS OF PUBLIC INTEREST FROM THE MINUTES OF THE FACULTY

Meeting of September 22, 1908

The new President, Dr. S. E. Mezes, presided for the first time. The Standing Committees for the year were announced.

Meeting of October 6

Elementary teachers' certificates were voted to Blanche McComb, Emma May Ladd, and Edith Simpson.

Meeting of November 3

T. W. Gregory, J. H. Hart, and Max Bickler were chosen alumni members of the Athletic Council.

A Standing Committee on Admission Examinations was created.

Meeting of November 14

A communication was read from the Secretary of the Faculty of the Agricultural and Mechanical College informing the Faculty of the Uni-

versity that the two students of the College chiefly concerned in a scrimmage at the recent football game between the elevens of the University and the College had been disciplined, adding: "The Faculty and Student Body of this institution deeply regret the unfortunate clash between cadets of this College and students of the University, and trust that the relations between the two institutions may continue to be most cordial."

It was voted to send a letter of acknowledgment and appreciation: "The President and Faculty understand and heartily appreciate the spirit that prompted this action. They take advantage of this occasion to express their gratification at the good will and evident desire to keep such matters within bounds displayed by a majority of the cadets of your College on November 9th during the interval between the halves of the foot-ball game, and confidently believe that the unfortunate incidents referred to in your communication will through your action serve to draw closer the bonds of friendship between the two schools."

The following resolution, recommended by a special committee, was adopted: "The Faculty of the University of Texas wish to express to President Houston their deep and sincere regret at his resignation of the office of President. Through his wise administration which has carried the University to the highest usefulness of its history, and through his sterling personal qualities, he has won the esteem and honor of the whole institution. With the regrets of the Faculty, he carries also their hearty good wishes for his success in his new field."

Meeting of December 1

Announcement was made of the death on Saturday, November 28, of Clarence H. Miller, late Dean of the Law Department. Committees were appointed to take appropriate action.

Meeting of December 7

Announcement was made of the death of James B. Clark, Proctor and Secretary of the Faculty, on Sunday, December 6. Committees were appointed to take appropriate action. The Faculty then in a body repaired to the home of Captain Clark as a mark of respect.

FROM THE PROCEEDINGS OF THE BOARD OF REGENTS

Meeting of July 6, 1908

The resignation of Dr. D. F. Houston, as President of the University, was received and accepted with regret, effective September 1. Dr. Sidney E. Mezes was then unanimously elected President.

Meeting of October 16

President Mezes read his report on the state of the University, with recommendations, which were adopted, as follows:

Certain changes were made in salaries and several small expenditures authorized.

A balance of something over a thousand dollars from the expenses of the Summer School for 1908 was ordered to be paid in to the Auditor, and it was voted that next year's appropriation for the Summer School be augmented by the same.

Authority was given to appoint a Superintendent of Buildings and Grounds.

The purchase of a new adding machine was ordered.

New positions were created and filled, as follows:

Adjunct Professor of Law and Government, effective September 1, 1909, C. S. Potts.

Instructor in Philosophy, John H. Keen.

Tutor in Greek, Edith C. Symington.

Tutor in Electrical Engineering.

Two Assistant Law Librarians.

Law Registrar and Stenographer.

It was voted not to fill the following positions for the current session: Professor of Philosophy; Law Librarian and Stenographer; Fellow in Greek; Student Assistant in Drawing.

Dr. W. J. Battle, Professor of Greek, was chosen Dean of the College of Arts.

The revised Budget for 1908-09 was read and adopted. The following is a summary of it:

Income for 1908-09—

Unappropriated balance from 1907-08	$ 983 96
Legislative appropriation	105,000 00
Land leases	102,880 84
Interest on State bonds	26,420 00
Interest on land notes	2,500 00
Matriculation fees	13,000 00
Total estimated income	$250,784 80

Appropriations for 1908-09—

Salaries	$176,873 34
Schools and Laboratories	11,325 00
Special expenses	25,530 20
Current expenses	33,196 25
Total appropriations	$246,924 79
Unappropriated balance	3,810 01

The resignation of Dr. John B. Haden as Clinical Professor of Ophthalmology was announced, and Dr. Seth M. Morris appointed to fulfill the duties of the chair in addition to those of his present position as Professor of Otology, Rhinology, and Laryngology.

The Biennial Report of the Board to the Governor and Legislature was considered and adopted.

STUDENT INTERESTS

The New Secretary of the Y. M. C. A.

Charles Chamberlain McNeill, the new General Secretary of the Young Men's Christian Association, was born in Fayetteville, N. C., September 25, 1879. His father, George McNeill, was the son of Col. James H. McNeill, of New York. Col. McNeill was one of the early graduates of Princeton, and at the opening of the Civil War was Secretary of the American Bible Society. This position he left to enter the Confederate Army, not as chaplain, but as a private soldier, from which rank he progressed, during the four years of service, to that of Colonel.

Mr. McNeill's early school training was received in private schools in the vicinity of Fayetteville. But when he was fourteen, his father's business called the family to Charlottesville, Va., to live; and there he attended the public schools, graduating from the High School in 1897. The following fall he entered the academic department of Washington and Lee University. Here he won some distinction in the schools of Biology and Philosophy, receiving in 1898 the University Scholarship in the former study, and in 1900 an Endowed Scholarship in Philosophy. In athletics he took an active part, playing on the baseball team one year, and on the football team three years. In the season of 1902 he was captain of the football team. As a member of the Glee Club and Presideent of the Y. M. C. A., together with many other activities, his interests were broad and his time full.

In 1900 he withdrew from Washington and Lee to spend the next two years as a teacher in the State School for the Blind and Deaf. In the fall of 1902 he re-entered Washington and Lee, graduating the following spring. Soon after this he accepted the position of Lay Assistant, or Assistant Pastor, in the Independent Presbyterian Church, of Savannah, Ga. After a year spent here, gaining much experience in religious work, he entered Princeton Seminary and Graduate School, as a candidate for an M. A. as well as for the Theological degree. But the next year, 1905, was spent, not in Princeton, but in tutoring and traveling in Germany, France, and England. After his return from Europe he entered the Y. M. C. A. work as State College Secretary for Virginia, which position he held until his acceptance in the summer of 1908 of the call to the University of Texas. In taking up the work at Texas, he soon won the hearts of all who knew him; and it is largely due to his management that the Association has been unusually successful in its work this year.

On December 30, 1908, Mr. McNeill married Miss Elizabeth Butler, of Savannah, Ga. The bridal couple returned to Austin with the beginning of the New Year.

Mr. McNeill is a Student Volunteer, and expects sometime in the near

future to finish his theological course and go to the foreign field, where he will take up his life work as a missionary.

Y. M. C. A.

The Christian Association, being the only religious organization among the men students of the University, occupies a unique position. It is not an imposed affair, but the response to an actual need. Such being the case, a review of its work should appeal to every one interested in student welfare and progress. College life presents a variety of problems, and the Young Men's Christian Association is a strong factor in their proper solution. The work for this year was thoroughly planned and well executed; written policies for the several committees put things in a definite form and insured a more satisfactory result. We mention some accomplishments and a few hopes.

Two days before the University opened, ten old men, members of the Cabinet or committees, met and reviewed plans and policies and took immediate action on the first thing in hand, *viz.*, work for new students and establishment of the Information Bureau. Trains arriving at four or five o'clock in the morning and at midnight were met and new students directed and assisted in getting to the University. Some man familiar with the class-rooms and offices, also streets and boarding houses near the campus, was in the rotunda under the banner "Information Bureau," and gave assistance to the Freshmen who were seeking some professor, or desiring advice and information concerning a variety of things. This was kept up for four days, and on the first Saturday evening "College Night" was celebrated in the Auditorium. This is an informal reception given to the new students in order that a home-like feeling may begin, that the traditions, customs, songs, and yells may be learned, that good-fellowship may prevail and the student body be united at the very beginning of the year. Some four or five hundred men were present, and at the close light refreshments were served.

An exceedingly practical and important feature of the Association's work is that of the Employment Bureau. If but one man were helped to secure a position, it would commend itself, but when some twenty students are aided, at least half of these getting employment that will pay nearly their entire expenses while at the University, then this work receives heartier appreciation and support. It brings great satisfaction to help some deserving, earnest fellow who applies and says: "I'll do any honest work that will enable me to remain at the University and get my education. I must have something to do, else I can't stay here." It is one of the hopes of the association that this department will receive the co-operation of the people of Austin who want student help.

The majority of the students come from Christian homes, some few from preparatory schools where either custom or compulsion gives some religious training. Coming to college, where freedom prevails, a false idea of the same may lay hold upon the student. Perfect liberty is the

product of perfect law, and failure to realize this results sometimes in wrecked lives or selfish and indifferent ones. By means of the weekly devotional meetings for students only, and by organized, systematic Bible study, this opportunity to be of real and lasting aid is a large feature of the Association's work.

Decision meeting is held the first Sunday, and, after a strong presentation of Christian principles, it is a source of strength to new men to find the number of strong, wholesome college men who determine to live by these principles. Devotional meetings are continued each Sunday, and a number of helpful addresses are given. Practically the whole student body heard Mr. Bryan deliver his address, and the helpful effect is undoubted.

The Bible study rally was held on the second Sunday, and was followed by a canvass. There are now 517 men enrolled; this includes those who are in the Sunday School, fraternity, boarding house, and group classes. The policy calls for 700 men, and it will in all probability be reached. A second canvass will be made in January, following the evangelistic campaign. For this, Mr. E. C. Carter has been secured. He is one of the International Committee Secretaries, and was for two years Secretary at Harvard University, then five years in India as National Secretary. He has returned this year by invitation of Mr. Mott for some special work, and will visit only a limited number of universities and colleges. The object of this campaign is to deal openly and squarely, in a college man's way, with existing evils, yet honestly and sympathetically with doubts, that men may be drawn into the Christian life and service.

A goodly number has been enrolled in mission study; four or five classes have been organized, with as many more to follow. Comparative religions, the active, progressive work among certain nations, or biographies of certain missionary heroes, are studied and made very practical. Already there are four representatives of the University of Texas in the Foreign Field, and the Volunteer Band is an active organization, meeting weekly.

Securing delegates for the student conference held at Ruston, La., marked the close of the fall's work. This is a ten-day training conference, and is of great value to the Association's work in the Southwest. Some six or eight went from the University.

The erection of the Association building is the great hope of the near future. Final plans have been received and approved, and with $4500 subscribed the contract will be given and the work started in January. The completion and furnishing of this home for the students will add greatly to the work and value of the Association.

C. C. M.

Y. W. C. A.

The growth of the Young Women's Christian Association may seem to have lessened rather than to have increased during the term that has just passed. To those in close touch with the work, the less rapid rate of increase in numbers does not mean a backward step, for they know that the committees have this year been trying to proceed slowly that they may advance surely. Thoroughness of work along all lines has been the plan this year.

The Membership Committee has extended to every young woman in connection with the University an invitation to become a member of the Association.

The Bible Study Committee has called for a meeting of all leaders of student Bible classes to discuss plans for making this work more uniform and more effective. This meeting is to be held sometime in January. The second week in January Chapel exercises will be conducted along the lines of Bible study. Each morning a different phase of the subject will be presented by a different leader. Some of the talks will be made by Austin ministers and some by Faculty members. About 300 young women have been enrolled in student Bible classes.

The Missionary Committee has secured Bishop Seth Ward of Houston for January 18. He has just returned from a visit to the mission fields of China, Japan, and Korea. While in Japan, he was accompanied in his visits from place to place by Mr. Motozo Akazawa, who acted as his interpreter. He comes to give an account of his visit to the Far East, and he will tell particularly of Mr. Akazawa's work.

Mr. Ned Carter, for ten years a National Secretary in India, will visit us January 20-24. He comes under the direction of the Student Volunteer Movement. Ten classes for mission study have been formed and about 100 are enrolled in these classes, besides quite a number who are having systematic mission courses in connection with the Bible courses in some Sunday Schools.

The Finance Committee has taken a step forward this year, in that it has undertaken to raise the funds necessary for the success of the Association strictly along the Bible plan of giving. No money has come into the hands of the treasurer except what has been simply given, yet the treasurer has handled $2782 so far. $150 has been pledged to foreign missions, and $100 of it is now ready to be sent off the first of the year. The number who have pledged to give systematically has increased.

The main work of the Practical Needs Committee has been to secure a multigraph and a room in which to operate it. The object of this enterprise is to give support to one or more young women each year, while they take work in the University and the Southwest Bible and Mission School. Miss Beulah Allred of Childress has been selected to take charge of the multigraph for the present. She is no stranger, and success is confidently expected.

The Religious Meetings Committee has endeavored to secure leaders

who are strong along evangelistic lines. Opportunity has thus been provided for those who have not taken a definite stand for Christ to do so.

The Music Committee has provided special music for chapel exercises and for the regular devotional meetings of the Young Women's Christian Association. The members of this committee have endeavored to do what they could to promote congregational singing.

The Sororities

Barring the rushing, the Fall Term passed quietly with the sororities. There was no entertaining done, except on a very small scale. The favorite pastime seems to be to ask a few men to come over to the houses and dance after supper. Thanksgiving, with its anniversary gayeties, proved to be a drawing card with the sororities, as far as visitors were concerned. The old girls flocked back to the frat houses to hear how the chapters were progressing, to meet the Freshmen, and revel in reminiscences. Among the visitors were: Annie Joe Gardner Duncan, Fanny West Harris, Genoa Harrington, Fanny Dealy, Camilla Labatt, Nelwyn Petty, and others, with the Kappas; Kate Martin, Mary Gooch, Frankie Steiner, Julia Armstrong, with Pi Phi; Virdian Barham, Kathleen O'Connor, Lucy Crouch, with the Chi Omegas; Mrs. Gretchen Rochs Goldschmidt, Kate Flack, with the Thetas; Ollie Lou Browne and Aileen Styron, with the Zetas; Lutie Barton, with the Alpha Delta Phis.

Informal gatherings, small dinners, and midnight *"conversaziones"* characterized most of the entertaining done in honor of the visitors, and of course hostesses and guests were prominent at the dances and entertainments given by the University organizations.

At other times during the term the Pi Phis gave a number of the informal affairs so dear to a sorority girl's heart. They entertained in honor of their Thanksgiving guest, Miss Belle Robards, of Galveston. The girls had a Christmas tree when they returned after the holidays, the gifts being clever take-offs and jokes. The Kappas have had no formal parties. The Seniors gave a very enjoyable party in honor of the Freshmen of the fraternity. The Chi Omegas had a couple of small informal dances at the house, and gave a pretty domino-whist party in November. The town girls and several of the house girls who remained during the holidays entertained at hearts on New Year's night.

The Thetas lived quietly. The Zeta Tau Alphas entertained the Arkansas and Texas football teams with a charming reception. They entertained several out-of-town guests during Thanksgiving week. The Alpha Delta Phis entertained Miss Mary Stewart, daughter of the evangelist, during her stay in Austin. The Alpha Delta Phis at Southwestern University have come over often to Austin and added much to the chapter's happiness.

The Pan-Hellenic Association has had only one meeting, and that at the opening of school. Several restrictions and qualifications of old

rushing rules were adopted. The tendency is growing to do away with every form of violent rushing.

In the more serious affairs of college life the sorority girls are as usual in the front in holding offices and honors. They figure in Y. W. C. A., Woman's Council, Woman's Athletic Association, class offices, literary societies, and the University publications. No one can accuse Texas fraternity girls of being exclusive, for there is to be found the greatest harmony between fraternity and non-fraternity girls.

A statement of the location and membership of the sororities is appended:

Pi Beta Phi, 2506 Whitis Avenue; Mrs. A. M. Colquitt, chaperone; 29 active members.

Kappa Kappa Gamma, 2402 University Avenue; Miss Lockett, chaperone; 32 active members.

Chi Omega, 402 West Twenty-fourth Street; Mrs. L. J. Hilsman, chaperone; 14 active members.

Kappa Alpha Theta, 2503 Whitis Avenue; Miss Thompson, chaperone; 22 active members.

Zeta Tau Alpha, Wichita Street; Mrs. Heflin, chaperone; 15 active members.

Alpha Delta Phi, 1906 Wichita Street; Mrs. Alex Deussen, chaperone; 10 active members. M. L. B.

Men's Literary Societies

The Athenaeum Literary Society has just completed one of the most successful terms in its history. The spirit and enthusiasm which was manifested at the first meeting of the year, and which has continued to be felt at each subsequent meeting, should gratify not only the members of the society itself, but the entire University.

So many applications for membership were received during the first weeks of the term that the committee in charge was obliged to increase the seating capacity of the society hall, and the roll has continued to increase steadily since that time.

Having adopted as its motto the sentence: "The Athenaeum expects every man to do his duty," the society has entered upon an era of prosperity, and established a standard of excellence in its programs, as well as in its other work, never before reached within the memory of its oldest members. Its programs have been interesting ones, well prepared and well rendered, while the administration of the society's affairs and its other work, has been characterized by its freedom from the small bickerings and internal dissensions so destructive to unified and effective effort. Every man has "done his duty" cheerfully.

The feeling between the Athenaeum and its sister society and friendly rival, the Rusk, was never better. The term has passed without the slightest friction or unpleasantness between them; indeed, each has manifested toward the other an attitude of generous appreciation and respect.

If proof where needed of the value and character of the work done during the last term by this society, it is at hand. At the Inter-Society Debate which was held in the University Auditorium on the night of Saturday, January 16, 1909, the decision of the judges on the question debated went to the side represented by the Athenaeum, each of her four debaters received a place on the college team, and the second prize for individual excellence was awarded to one of them; the first prize and the title of "Best Individual Debater in College" going to a man from the other society.

With a perfectly natural pride in such a record, the Athenaeum feels that she has acquitted herself with credit both to herself and to the institution.

In the Rusk also there has been a general revival among the men in every phase of literary society work. In its new hall in the Law Building the society has taken on new life. Perhaps no term in its history has witnessed a higher degree of interest in its regular programs nor a better grade of work on the part of the great body of its membership.

The membership of the Rusk is not quite so large as in some previous years. This accounts in some degree for the better work. The men have been given the opportunity of appearing on the programs as often as they were able to prepare, never allowing their interest to flag through inactivity. More than thirty men entered the Rusk preliminary for the inter-society debate.

The one feature of the work of the Rusk for the Fall Term that stands out preeminently is its parliamentary drill. This feature has been stressed in former years with varying results; being generally regarded as of secondary importance to the regular programs. This year the drills have been made a matter of prime importance and attention. While several old men have helped in conducting this work, the chief honor for the increased excellence here is due to a new member, Mr. Capers. He is doubtless the best parliamentarian the Rusk has ever had. His absolute mastery of all the details of parliamentary law and his energy in conducting the drills have inspired the rank and file of the members to become proficient parliamentarians, while those who aspired to lead have been compelled to conduct the drills strictly according to law. In stressing this feature of the work in such a manner as to make it really count for something, the Rusk is giving her members a training that will serve them well as citizens; a training that will help to make them powers in any deliberative body that they may enter.

The Women's Literary Societies

Since the last issue of *The Record*, a fourth literary society has been organized among the women students of the University. This is the Pierian, which was established at the opening of the present session. The other three are the Ashbel, which dates from 1888; the Sidney Lanier, from 1900; and the Reagan, from 1905. Each society numbers twenty-five or thirty, and membership in three of them is upon invitation from the respective society. In the Pierian, however, membership is permissible either upon invitation from the society or upon application under certain conditions. In all of the societies, no first-year student is invited to membership until the second week of the Spring Term. Each society awaits the reports for the Fall and Winter Terms. In purpose the literary societies are similar, as must needs be. They meet bi-monthly. In addition to the purely literary study, each works toward some general end, which is of profit to the University. As an innovation in the meetings of the Women's Council, different societies have been called upon to conduct one meeting a term. The Ashbel conducted the social meeting of the Fall Term, and the others in turn will have charge.

The course of study for the Ashbel this year is the Greek drama. Dr. Battle, by way of introduction into this unfamiliar field, gave an illustrated lecture on the dramatic art of the Greeks. The plays that have been selected for study are *Agamemnon* by Aeschylus, *Oedipus King* by Sophocles, *Alcestis* by Euripides, and *The Frogs* by Aristophanes. Aside from its literary study, the Ashbel holds each year an "open meeting," which in recent years has taken the form of the presentation of some comedy or farce. Last year a heterogeneous program was carried out, the most attractive feature of which was the representation of Christy and Gibson pictures. The proceeds are usually given to the Library, but this year they were devoted to the purchase of the Ashbel window for the west entrance, given in memory of Ashbel Smith, from whom the society took its name. This society entertained the Woman's Council at the first social meeting of the Fall Term with an up-to-date finishing-school for young ladies, where all University girls receive instruction in desirable subjects in the most approved college methods.

In the Sidney Lanier, the programs for the Fall and Winter Terms are taken up with a study of the short story, for the Spring Term with a study of the life and works of the Southern poet for whom the society was named. A very attractive Year Book has been issued in memoriam to Edna Hofstetter, '08. For the Fall Term the programs surveyed the short story, ancient, mediaeval, and modern, with *Ruth* as a type of the ancient, with Arthurian legends, *The Patient Griselda*, and *The Knight's Tale*, as mediaeval types, with the stories of Poe and Conan Doyle as modern types. For the Winter Term, one meeting each is devoted to stories of local color, to the psychological short story, to the story of incident, and to the burlesque. Dr. Payne is to conduct the study of the burlesque. The object of this society is two-fold: "helpful,

pleasant intercourse among the members," and "the establishment of a Students' Loan Fund." After praiseworthy effort this fund has been established, and is now divided among several University girls.

The Reagan Literary Society has proved a most patriotic organization this year, inasmuch as the members have selected for their course of study the literature of Texas, verse and prose. As introductory, one meeting adjourned to the State Library to study a book compiled and illustrated by Texans, which took the prize at the Columbian Exposition. Dr. Simonds has given an address on the geography of Texas, and Dr. Garrison is to give one on the history. The literature is studied by periods; and though it may not prove as profitable as other lines of work, still the society believes that Texans should be familiar with the productions of their own State. The society, also, is working toward the establishment of a loan fund.

The Pierian Literary Society has only started on its career; and hence it remains to tell not of what it has done, but of what it intends to accomplish. Turning aside from the dusty classics, it has selected for one meeting each month topics of world-wide interest, materials for which are gathered from the current magazines. The other meeting is devoted to the study of famous novels. More stress is laid on the novels of other lands in order to increase the acquaintance of the members with the less familiar. Mrs. McLaurin is the director of the society. As yet, no definite plans have been formulated for a general work, such as the other societies are doing. B. C.

ATHLETICS

Foot-ball

The foot-ball season of 1908 resulted in the following scores:

October 10: Texas vs. T. C. U., at Austin, 11-6.
October 17, Texas vs. Baylor, at Austin, 27 to 5.
October 24, Texas vs. Colorado, at Austin, 0 to 16.
November 2, Texas vs. Arkansas, at Austin, 21 to 0.
November 9, Texas vs. A. & M., at Houston, 24 to 8.
November 13, Texas vs. Oklahoma, at Norman, 0 to 50.
November 17, Texas vs. Tulane, at Austin, 15 to 28.
November 26, Texas vs. A. & M., at Austin, 29 to 12.

L. H. Feldhake, of Houston, was captain and W. C. McCutcheon, of Dallas, was the manager of the 1908 team. Professer Metzenthin was assisted in coaching by Messrs. Householder and Parrish. Several other gentlemen assisted from time to time in the coaching. The T was awarded to Feldhake, Dyer, Duncan, B. Estill, Walker, Slaughter, Truitt, Jones, Stieler, Wolfe, McCutcheon, Barclay, Leonard, Goodman, and Coach Metzenthin.

The T was awarded to the following members of the "Scrubs": Irwin, Persons, Lipscomb, Duncan, Goodman, Carter, Vining, Burgher, Cullum

(L.), Cullum (J. D.), Chilton, Denison, Dealey, Nicholson, Kennard, and Harold.

Ben Dyer, of Houston, has been elected captain of the 1909 team, and Kenneth Krahl, of Houston, is to be manager, assisted by Lutcher Stark, of Orange. E. W. Draper, of the 1908 eleven of the University of Pennsylvania, has accepted the position of head coach for the season of 1909. He is a famous and veteran player, and comes highly recommended.

Preparatory to the Thanksgiving game six sections were added to the bleachers on Clark Field, increasing the seating capacity by at least six hundred. A number of boxes capable of accommodating over one hundred people were built in front of the old grand stand. Excluding the cost of these bleachers, the receipts and expenditures for the past season to date were $10,230.92 and $9186.12, respectively.

By vote of the Athletic Council, $500 of the cash on hand in the treasury of the Council has been reserved for the football season of next year. This action practically puts baseball and track upon their own resources for the coming spring, and the managers of these two sports are now engaged in an earnest effort to provide ways and means.

From the point of view of success in winning games, the past football season left much to be desired, while from nearly every other point of view the season was satisfactory. The team worked pretty faithfully, and the coaches were especially diligent; the game that we played was clean and sportsmanlike. The calamity of the season was the Oklahoma game, for which the thermometer seems to have been in part responsible. The best feature of the season was the splendid rally in the Thanksgiving game, which changed defeat into victory, the score being 12 to 0 in favor of A. & M. at the end of the first half.

While all look forward next year to more victories and fewer defeats, it is well to bear in mind, in summing up the past season, some of the words of an open letter in *The Texan* of December 5: "The causes which may lead to defeat or victory are numerous and often utterly uncontrollable. The presence of student and faculty coaches during the past two years has given us teams fully up to the average of those we had under professional coaches." H. Y. B.

THE TEXAS ACADEMY OF SCIENCE

Transactions

The Texas Academy of Science has recently issued Volume X of its Transactions, in the form of a pamphlet of 80 pages. Its contents include the following papers: "The Resistive Power of the Animal Organism" (Annual Address by the President), Dr. James E. Thompson, Professor of Surgery in the Medical Department of the University of Texas at Galveston; "A Theory of Ferments and Their Action," Dr. J. W. McLaughlin, of Austin, formerly Professor of Medicine in the Medical Department of the University of Texas; "Soil Fertility and Phosphoric Acid," Dr. George S. Fraps, State

Chemist, College Station, Texas; "Lord Monbodda—A Precursor of the Darwins," May M. Jarvis, M. A., Tutor in Zoology, University of Texas; "Fossil Tracks in the Del Rio Clay," Dr. J. A. Udden, Professor of Geology in Augustana College, Rock Island, Illinois; "Some Figures on the Cost of Train Service," R. A. Thompson, Chief Engineer, Texas Railroad Commission; "The Law of the Fall of Rivers and the Value of the Deduced Curves in River Improvements," F. Oppikofer.

Accompanying the Transactions are the Proceedings for the year 1907, which include a list of the officers of the Academy for 1907-1908; the past presidents; the papers presented at the regular meetings; the report of the librarian; a list of the institutions to which the Transactions are sent in exchange; the report of the treasurer; the constitution; lists of patrons, fellows and members. The total membership of the Academy at this time is 155.

The following is an abstract of the Annual Address of the President, Dr. J. E. Thompson, on the subject, "The Resistive Powers of the Animal Organism":

By the "Resistive Powers of the Animal Organism," Dr. Thompson means "the correlation of physiological processes that is necessary for the continuation of life." In reviewing the subject he finds it necessary to consider the physiological processes under two distinct and different conditions: (1) When affected by *normal* stimuli of ordinary or excessive intensity; (2) when affected by *abnormal* stimuli, such as would be produced by the action of microorganisms and their toxins."

The old pathology, studied in its grosser aspects, is compared with the new as developed by the application of chemistry and physics whereby "diseased processes were found to be the logical results of altered physiological conditions," and that "definite alterations in physiological processes invariably produced the same pathological changes." The opinion is advanced that "although new pathology has made immense strides, we are still at the very threshold of knowledge," and that "work of such marvelous accuracy is being accomplished in every branch, and particularly at the present time in problems concerned with metabolism, that the future is full of hope."

"It is generally conceded," writes Dr. Thompson, "that physiological activity is the result of chemical action; and that life ends at the exact moment when chemical action ceases in the animal cell. Therefore, it must be held dogmatically that all animal energy is derived from chemical sources. These chemical sources are of necessity very complex, and at the present time we are able to formulate them approximately only."

The argument which follows is of interest not only to the physiologist and physician, but to the biologist as well. Beginning with the lowest forms of life, where "the anatomical structure is of the simplest possible nature, yet adequate to carry on all necessary physiological functions," the author passes to the multi-cellular forms, with "a special adaptation of certain cells to perform particular functions." In this connection it must be remembered that no matter how highly specialized an organ

becomes, "it is always more or less dependent on the other organs of the body for its proper working." "Physiological interdependence is the mainstay of life, without which chaos and dissolution would speedily result."

Special note is also made of the fact that where organs differ materially in anatomical structure, as, for example, in the gills of fishes and the lungs of mammals, the retention of function is necessary for the preservation of life. "For, during the course of development, the changes in anatomical structures of an organ could occur with impunity as long as the physiological function remained the same. But, if a coincident marked and sudden change of physiological function became necessary, the other dependent organs would have been unable to respond, and death would have resulted."

Reference is next made to the correlation of the physiological activities of the separate organs of the body, showing their perfect balance under ordinary circumstances, and that "under abnormal stimulation, each particular physiological activity is capable of being increased considerably until a point is reached, which has at times been designated as the breaking strain. This condition of excessive activity can only be produced by drawing on the physiological reserve of the tissues," found in considerable degree in all healthy organs. It is possessed in highest degree, however, by the central nervous system which responds to calls until it is exhausted, its tissues bankrupt.

"The chemical changes occurring in the nervous as a result of excessive mental activity," continues Dr. Thompson, "are little understood. We know, however, that their complexity increases with education, and, *pari passu*, there arises a greater vulnerability, which is always increased by overwork, particularly if the patient has suffered from syphilis or has been addicted to the excessive use of alcohol. An astonishingly large proportion of insane people suffering from general paralysis have been men and women of unusual mental power and ability."

Attention is now called "to some of the chemical processes by which organs are able to produce secretions necessary for the continuation of life." It is interesting here to note, with reference to the alimentary canal, "that the very foods introduced are teeming with micro-organisms, which, far from being hurtful, are as necessary, probably, as those found at the rootlets of plants." Moreover, "the digestive juices themselves are destructive to the structures that produce them, if there be any injury to the epithelium." Further on we are informed that "curiously enough, the products of digestion, particularly the peptones, are themselves of a poisonous nature, producing symptoms of an extremely toxic nature, if they are injected into the blood."

The chemical characteristics of the secreting glands are next treated and reference made to recent discoveries which "have revealed processes of such minute complexity as to excite wonder at the marvelous smoothness of the machinery." One can indeed wonder at the "hormones" or chemical messengers, "which are carried by the blood stream to various

glands in which they excite specific secretion." Among the examples given the following may be cited: the "prosecretin" of the cells of the small intestine is transformed by the action of the acid chyme into "secretin" which, "being taken up by the blood stream, passes to the pancreas, where it exercises a specific effect, producing a free flow of pancreatic juice containing trypsinogen. Trypsinogen is never secreted without the presence of secretin in the blood circulating through the pancreas."

Part first of the address closes with a discussion of the functions of the secretions of the ductless glands, viz., the thyroid gland, the suprarenal bodies, and the pituitary body.

Part second, which is more technical, deals with the "acquired defenses," or as Dr. Thompson is pleased to interpret the expression, "the correlation of physiological processes brought about to meet abnormal stimuli."

At this point the reader is at once confronted with that state or condition known as "immunity," concerning which the author says: "Immunity is usually divided into three varieties, viz., (1) natural, (2) acquired, and (3) hereditary. Whichever of these is present, the tissues possess the power of repelling infection, either by destroying it completely or rendering it harmless through chemical combination."

"If it be a lively organism, it is destroyed by one of two methods: (a) Either by the bactericidal properties of the blood serum or of other body fluids (bacteriolysis); or (b) by the activity of the living cells, which attack it, ingest it (phagocytosis). But if, on the contrary, the infection be a soluble toxin, then the process of rendering it harmless must be a purely chemical one." A discussion of the subject as above outlined follows.

F. W. S.

THE TEXAS STATE HISTORICAL ASSOCIATION

The journal of O. M. Roberts, entitled *The Experiences of an Unrecognized Senator*, which occupies most of the October *Quarterly*, throws considerable light upon political conditions in Washington from the Southern point of view during the memorable winter of 1866-7. Judge Roberts, Senator-elect from Texas, and his colleagues found not only that their claims to seats in Congress were repudiated by the Congressional radicals, but that even the Northern conservatives, from whom they had expected to get support, the backers of Andrew Johnson, were more than half afraid to do anything for them or to declare for any positive policy on behalf of their own views of the constitutional position of the South. The newly organized and all-powerful Grand Army of the Republic had all but paralyzed the President and his party. This is rather amusingly illustrated in the account of the banquet-rally (pp. 132-137). One of the most interesting features of the document is the inserted *Address of the Texas Delegation* (pp. 106-119), prepared chiefly by Judge Roberts and published in the *National Intelligencer* over the signatures of the

members-elect from Texas. It was designed to make clear the constitutional basis of the claims of Texas to representation in Congress, and to vindicate her against the extravagant charges of disloyalty and violence that were being circulated against all the Southern States in furtherance of the radical program.

The second article in the *Quarterly, Notes on Clark's "The Beginnings of Texas,"* is an excellent bit of historical criticism by Professor Herbert E. Bolton. While frankly acknowledging the generally high merit of Professor Clark's paper, which he characterizes as "by far the fullest account of Texas history for the period covered (1684-1718) that has yet been written," Professor Bolton points out numerous errors due to hasty reading of the sources, and from his knowledge of the materials in the Mexican archives is able to correct others which not only Professor Clark but other writers have fallen into through lack of the sources. Of the former class of errors is Professor Clark's statement that Father Mosasanet's letter is the only contemporaneous account of the De León expedition of 1690, though he had De León's own diary in his hands and mistook it for that of the expedition of 1689 (p. 156); of the latter class is the assertion that Isleta, near El Paso, founded in 1683, was at the beginning a purely Indian settlement, while the documents in the Mexican archives show that it was on the contrary exclusively Spanish (pp. 150-51). The review is of most striking interest in its suggestion of the flood of light which exploitation of the Mexican archives promises to shed on the period of Spanish Texas; for example, that Spain was planning to occupy the Bay of Espíritu Santo as early as 1678, several years before the French under La Salle settled there in 1685. C. W. R.

A BIBLIOGRAPHY FOR 1908

The list which follows is intended to be a complete record of the books and special contributions to periodicals written by the instruction force of the Main University and published during the year 1908. Publications appearing before January 1, 1908, or after December 31, 1908, have not been included. Popular articles contributed to newspapers, book reviews not attempting to add to the scientific knowledge of the subject under discussion, and papers read before societies but not actually printed in 1908, have also been omitted. The list has been prepared upon information furnished by individual members of the Faculty, but, in spite of many precautions taken, it is feared that some omissions have been made. It is hoped that such a list can be prepared and published annually hereafter.

R. A. L.

I. BOOKS

COLLEGE OF ARTS

Geology.—*The Maury-Simonds Physical Geography,* revised and largely rewritten by F. W. Simonds, Professor of Geology; pp. 347, American Book Company.

Latin.—*Sallust's Bellum Catilinæ*, edited by D. A. Penick, Adjunct Professor of Latin and Greek, with glossary, introduction, and notes; pp. xx+171, D. C. Heath & Co.

Public Speaking.—*Oratory of the South*, edited by Edwin Dubois Shurter, Associate Professor of Public Speaking; pp. 336, Neale Publishing Co.

DEPARTMENT OF ENGINEERING

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